Reporting 2002 STAR Results to Parents/Guardians

Assistance Packet for Districts/Schools

2002 STAR Tests

- California Standards Tests
- Stanford 9
- SABE/2

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prepared by the

Standards and Assessment Division
California Department of Education

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Suggested Activities for Reporting 2002 STAR Results to Parents/Guardians

For the fifth year, California public school students in grades 2 through 11 took part in the state's Standardized Testing and Reporting (STAR) Program. The spring 2002 administration included two major components: the California Standards Tests (CSTs) and the Stanford Achievement Test, Ninth Edition, Form T (Stanford 9). The CSTs addressed state-adopted academic content standards for the subject area and grade level assessed. In addition to the designated STAR tests in English, districts were required to administer the Spanish Assessment of Basic Education, Second Edition (SABE/2), to Spanish-speaking English learners who had been enrolled in California public schools less than 12 months at the time of testing. School districts are to report individual student results for all parts of the STAR Program to parents/guardians within 20 working days after they are received in the district.

Parents/Guardians as Part of the School Team

Educating children is a team effort. Parents/guardians, students, schools, and communities benefit when there is shared responsibility for learning. To fully participate as part of the school team, parents/guardians must have a good understanding of the role testing plays in making sure that all students achieve state-adopted academic content standards for English-language arts, mathematics, history-social science, and science. This includes the total testing program that is initiated in the classroom and by schools, districts, and the state.

The *Reporting 2002 STAR Results to Parents/Guardians Assistance Packet* is designed to help schools and districts answer questions parents/guardians may have about the state's 2002 STAR Program, including the California Standards Tests, the Stanford 9, Form T, and the SABE/2. In addition to results of the 2002 administration of the CSTs and the Stanford 9, the STAR Performance Report includes the California Reading List Number. Since this is a fairly new addition, parents/guardians still want to know what this number means for their student and how to use it to improve reading achievement.

This packet provides a detailed description of the testing program, graphic displays and definitions for the STAR Performance Reports, sample letters to parents/guardians, and sample STAR parent/guardian brochures. The Assistance Packet was developed with input from teachers, parents/guardians, administrators, and school board members.

It is hoped that this material will assist in local, regional, and state efforts to help parents/guardians become better informed and more involved in their students' education. These materials should be shared with district representatives who work with parent/community and student leadership groups.

Parent/Guardian Information Meetings

Schools and/or districts need to provide a variety of opportunities for sharing information with parents/guardians. Suggested activities:

- Try to plan at least one meeting with parents/guardians before school is out to share information about the STAR Program.
- Schedule a presentation about the 2002 STAR results at back-to-school nights or other planned information sessions in the fall. Review the sample performance reports and explain the types of student scores and other information parents/guardians receive.
- Include information about STAR in back-to-school packets sent to parents/guardians prior to the opening of school (see the Questions and Answers for Parents/Guardians on page 8 or the sample parent brochure on page 44).
- Work with parent/guardian leaders to offer neighborhood coffees to provide information and answer parent/guardian questions and concerns.
- Have teachers include STAR test results as a regular part of parent/guardian-teacher conferences.
- Inform parents/guardians when and how they can obtain the California Reading List on the Internet, at schools, the district office, or local libraries.
- Refer parents to the blueprints for the STAR tests at http://www.cde.ca.gov/statetests/star/s2blueprt.html on the Internet. The blueprints provide a listing of the academic content standards addressed on the STAR tests.

Immediate Assistance for Parents/Guardians

The schedule for reporting results suggests the need for setting up ways that parents/guardians can receive immediate assistance, including:

- Schedule staff members to be on hand at the school sites or at a central location for 2–3 days after reports are distributed to answer parent/guardian questions and concerns. Notify parents/guardians of the time and location for this assistance in the school/home newsletter and in the cover letter for the STAR Performance Report.
- Set up a STAR Information Hotline that parents/guardians can call to ask questions about their student's results. Advertise the hotline through the school/home newsletter, the cover letter with the STAR Performance Report, the local newspaper, and other available means.
- Coordinate information about the California Reading List Number on the STAR Performance Report with local libraries.

- Provide translations of student results in the home languages of parents/guardians when possible. When translations are not possible, notify parents/guardians when, where, and how language assistance is available. Each year, Spanish translations of the sample materials and presentation masters for this assistance packet are posted on the Internet at http://www.cde.ca.gov/statetests/star/star.html as soon as they are completed.

Student Communications

A primary purpose of individual student results is to provide information to parents/guardians about their student's academic progress toward achieving state academic content standards in the subject areas tested. Students also want feedback about their results as soon as possible. Suggested activities:

- Encourage parents/guardians to discuss the results with their children.
- Schedule student information sessions before school breaks for summer and/or after school opens in the fall to share school results.
- Make sure student leaders are informed about how and when test results are to be reported and what they mean.
- Prepare "answers-to-student questions" information for student newspapers for the first edition in the fall.
- Provide translations about the results for students who may need assistance in English.

Employee Information about STAR

District and school employees are key to the success of any communications effort. Parents/guardians and community members turn to school employees for answers to their questions or concerns about education. Activities to prepare employees for their role as key communicators may include:

- Schedule information sessions to prepare all employees (classified and certificated) for answering general questions about STAR and for explaining when, where, and how parents/guardians can receive information and assistance.
- Provide employees with the written information that parents/guardians receive (e.g., parent/guardian brochures, questions and answers about the test results, the STAR Performance Reports, and explanations about the results and the California Reading List Number).
- Explain to employees when and what results will be placed on the Internet at http://star.cde.ca.gov on August 15, 2002 to prepare them for questions they may receive from parents/guardians and other community members.

Part of a Process

It is important that results of the STAR Program are seen as part of a comprehensive and ongoing process for measuring how well students are moving toward achievement of state content standards for key academic areas. Districts and schools need to:

- Share with staff, parents/guardians, students, and school board members the ongoing process for evaluating student achievement.
- Show how the STAR results fit into the total evaluation process and alignment of achievement goals to state academic content standards.
- Include parent/guardian and student leaders as part of the team with school and district staff members to analyze STAR results with other student achievement data to modify instruction to improve student learning.

Questions and Answers for Parents/Guardians

What is the STAR testing program?
One part of the state testing system is the Standardized Testing and Reporting (STAR) Program. This program, administered annually, was authorized in 1997 by state law (Senate Bill 376). The purpose of the STAR Program is to help measure how well students are learning basic academic skills.

What tests are included in the STAR Program?
The STAR Program has three components:
- California Standards Tests, based on state academic content standards
- Stanford Achievement Test, Ninth Edition, Form T (Stanford 9), published by Harcourt Educational Measurement
- Spanish Assessment of Basic Education, Second Edition (SABE/2), an achievement test in Spanish published by CTB/McGraw-Hill

Who must take the California Standards Tests and Stanford 9?
All students in grades 2 through 11 must take the California Standards Tests and the Stanford 9 in English. Students learning English and students in special education programs are included. Only students whose Individualized Education Program (IEP) specify alternate assessments to STAR testing and students with written parent requests to exempt them do not take the STAR tests.

Who must take the SABE/2?
In addition to taking the designated STAR tests in English, Spanish-speaking English learners who have been enrolled in California public schools less than 12 months are required to take the SABE/2. This part of the STAR Program is optional if the students have been enrolled in California public schools 12 months or more.

What are the California Standards Tests?
The California Standards Tests were developed specifically for California public schools. These tests are aligned to state-adopted academic content standards in reading, writing, mathematics, history-social science, and science. The purpose of the California Standards Tests is to better align the STAR Program with state academic content standards that specify what students should know and be able to do at every grade level.

What is the Stanford 9 test?
The Stanford 9 is a norm-referenced test. Results from this test compare results of California students with those of a national sample of students in the same grade.

What is the SABE/2?
The SABE/2 is an achievement test in Spanish. This test is designed to measure how well Spanish-speaking English learners are achieving basic academic skills. This test is norm-referenced. That means it compares results of California students with results of a national sample of Spanish-speaking students in bilingual classes.

What STAR tests were given in spring 2002?
Students in grades 2 through 11 were tested in reading, writing, and mathematics. In addition, students in grades 2 through 8 were tested in spelling. Students in grades 9 through 11 also were tested in history-social science, and science. The California Standards Tests in science only were given to students completing a standards-based science course. A complete listing of the STAR tests given in 2002 in all grade levels tested is outlined on page 11.

Who gave the STAR tests, and how long did they take?
Teachers who received special training gave the STAR tests at the local school. It took 7 to 8 hours to complete the California Standards Tests and the Stanford 9, depending on the grade level. The SABE/2 added about 4 hours for English learners. STAR testing was spread over several days.

How were the questions on the tests asked?
All of the test questions were in a multiple-choice format, except for writing tasks given in grades 4 and 7 (see listing of the tests given in each grade level on page 11). The multiple-choice questions required students to select the correct answer from four or five possible answers.

Can parents see the STAR tests?
No. The test questions can be seen only by students when they take the tests. This security measure ensures that the tests are fair for all students and that test questions can be used for more than one year. The law requiring STAR testing does allow local school boards to see the tests under secure conditions.

Questions and Answers for Parents/Guardians

What if parents do not want their student tested?
According to Education Code Section 60615, parents/guardians may submit a written request to the principal of their student's school if they do not wish to have their student take any or all parts of the STAR tests. Written requests from parents/guardians must be honored.

Special Assistance

What was done to help students with special needs?
Most students with special needs took the test with all other students under standard conditions. Certain accommodations and adaptations such as additional time, Braille, or large-print tests were provided for special education students who needed assistance. Accommodations also included revised test directions or the use of classroom aides and/or aids to provide additional help.

The accommodations must match those included in each student's Individualized Education Program (IEP) or section 504 Plan for classwork throughout the year.

What was done to help English learners?
English learners, who had been enrolled in the district less than 12 months or who have an Individualized Education Program (IEP), could use special accommodations for the California Standards Tests and Stanford 9 if the local school board had adopted a policy to allow this assistance. These accommodations could include using a bilingual dictionary and/or having their teachers translate the test directions.

What if a student was absent on testing days or missed one part of the required tests?
Schools provided at least two test makeup dates. These makeup dates are announced with the testing schedule each year.

Reporting STAR Results

How and when do parents/guardians get their student's test results?
Each student's test results must be reported to parents/guardians within 20 working days after the school district receives them. In most cases these reports are mailed. Group results by grade level for each school, district, county, and the state will be posted on the Internet on August 15, 2002.

Results for the California Standards Tests and the Stanford 9 are on one report. Results for the SABE/2 are reported separately.

How are individual test results for STAR 2002 reported for students?
The overall results for the 2002 California Standards Tests include the scale score and the performance level achieved for each subject area tested. There are five performance levels students can achieve: advanced, proficient, basic, below basic, and far below basic. The levels indicate how well students met state academic content standards for each subject area tested. The goal is to have all students performing at proficient and advanced levels.

The writing samples in grades 4 and 7 received separate scores that were combined with scores for the multiple-choice questions for writing to determine the performance levels for English-Language Arts. In addition, the score for each student's writing sample is reported separately as the Writing Applications standard.

The Stanford 9 results are reported as national percentiles. A national percentile compares the student's results with scores of a national sample of students in the same grade that was tested at the same time of the school year. SABE/2 results are reported as reference group percentiles.

What is a scale score?
The results of the California Standards Tests are reported in terms of a numerical scale. This scale score shows whether one score is above or below another and how close the scores are to each other. Scale scores can be combined for groups of students and allow for comparisons, individually, between groups, and over time.

Is the California Reading List Number on the 2002 STAR Performance Report?
Yes. For the third year, a California Reading List Number directs students, parents/guardians, and teachers to a list of state-recommended books that are at a student's reading level. The Reading List Number is tied to a student's Reading Comprehension score on the Stanford 9 and ranges from 1–13+.

Questions and Answers for Parents/Guardians

How are individual test results for 2002 Stanford 9 reported for students with IEP or 504 Plans?
The Stanford 9 results for students with special needs include only the number of questions answered correctly if:
- students took the test in Braille, or
- students took a test that is intended for students two or more grade levels below the grade they would be assigned to in a regular program.

Stanford 9 results for students with special needs include all test scores but are designated as a "non-standard test administration" if:
- students were given extra time to take the test,
- students were given special assistance, or
- students used a revised test form.

What about Stanford 9 results for English Learners?
Stanford 9 results for English Learners include all scores, but are designated as a "non-standard test administration" if students:
- used a bilingual dictionary
- had their teacher translate the test directions
- used any of the non-standard accommodations listed above

How are the individual results for the California Standards Tests reported for students with IEPs, section 504 Plans, or for English Learners?
California Standards Tests results for students with IEPs, 504 Plans, or English Learners include all scores, whether or not accommodations were used.

Using STAR Results

How are the STAR test results used?
Teachers, parents, and students use individual STAR results to help monitor each student's progress toward achieving state academic content standards for the subject areas tested. Individual student results are merged to prepare grade-level reports by subject area for each school, district, county, and the state. The results are used with other information about student achievement to help make decisions about ways to improve student learning and school programs.

Stanford 9 test results for the 2002 administration will be used to calculate the 2002 Academic Performance Index (API) for schools throughout California. The API, a major component of the state's new accountability program, is used to rank the academic performance of schools, set targets for growth, and monitor progress over time.

Can results from the STAR tests be used to determine if a student should be retained?
A district may use these results with other information about student achievement to make decisions about student retention. Test scores by themselves should never be used to make a promotion/retention decision.

Can the California Standards Tests and Stanford 9 scores be put into student transcripts?
Yes, but parents/guardians must approve the release of transcripts that include these scores. If parents/guardians do not want the scores included, the school must provide transcripts without the scores.

Are there any rewards for students who do well on the STAR tests?
The Governor's Scholars Program awards $1,000 scholarships to students in grades 9, 10, and 11 whose reading and mathematics scores on the Stanford 9 and California Standards Tests in English-Language Arts are among the top 5 percent of statewide scores or the top 10 percent of scores in their junior high school (grade 9) or comprehensive senior high school. Students also may earn a $2,500 Governor's Math and Science Award by achieving qualifying scores on one authorized math exam and one authorized science exam. Students must be enrolled in a California public school for twelve continuous months prior to taking the authorized examinations.

The ScholarShare Investment Board in the state treasurer's office administers the Scholar programs. Detailed information about the program can be found at www.scholarshare.com.

How can parents/guardians get their questions about STAR, their student's results, or the API answered?
Parents/guardians should begin with their student's teachers. Additional information may be available through the school principal or counselor. Questions about the STAR Program also can be directed to the STAR test coordinator at the school district office.

STAR Tests Students Took in 2002

Test	Grade Levels Tested
California Standards Tests	
English-Language Arts	All students in grades 2–11
Writing Sample	All students taking grades 4 & 7 tests, including students taking these tests out-of-level
Mathematics	All students in grades 2–7
General Mathematics	All students in grades 8 & 9 not enrolled in a standards-based math course, or enrolled in the first year of a two-year algebra I course
Algebra I, Geometry, or Integrated Mathematics 1 or 2	Grade 8–11 students enrolled in the course or who completed the course during this school year
Algebra II/Probability and Statistics or Integrated Mathematics 3	Grade 8–11 students enrolled in the course and grade 8–10 students who completed the course this school year
High School Mathematics	Students who completed Algebra II or Integrated Math 3 before testing began
Earth Science, Biology, Chemistry, Physics or one of four Integrated Science tests	Grade 9–11 students who were enrolled in or had completed a standards-based science course
History-Social Science	All students in grades 9–11
Stanford 9	
Reading, Language, and Mathematics	All students in grades 2–11
Spelling	All students in grades 2–8
History-Social Science and Science	All students in grades 9–11
SABE/2	All Spanish-speaking English learners in grades 2–11 enrolled in California public schools less than 12 months*
Reading, Language, Mathematics, and Spelling	Designated students in grades 2–11
Word Analysis	Designated students in grades 2 and 3

2002 Stanford 9, Form T, and California Standards Tests

Number of Test Items and Testing Time at Each Grade Level

Test Levels	Grade 2		Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Grade 8		Grade 9		Grade 10		Grade 11	
	Items	Time*	Items	Time*	Items	Time*	Items	Time*	Items	Time*	Items	Time*	Items	Time*	Items	Time*	Items	Time*	Items	Time*
Stanford 9, Form T																				
Word Study Skills	48	25																		
Reading Vocabulary	30	20	30	20	30	20	30	20	30	20	30	20	30	20	30	20	30	20	30	20
Reading Comprehension	40	40	54	50	54	50	54	50	54	50	54	50	54	50	54	40	54	40	54	40
Mathematics															48	45	48	45	48	45
Mathematics: Problem Solving	46	50	46	50	48	50	48	50	48	50	50	50	52	50						
Mathematics: Procedures	28	30	30	30	30	30	30	30	30	30	30	30	30	30						
Language	44	40	48	45	48	45	48	45	48	45	48	45	48	45	48	40	48	40	48	40
Spelling (required grades 2–8 only)	30	25	30	25	30	25	30	25	30	25	30	25	30	25						
Science (required grades 9–11 only)															40	20	40	20	40	20
Social Science (required grades 9–11 only)															40	20	40	20	40	20
STAR California Standards Tests*																				
Language Arts Part 1***	17	40	11	40																
Language Arts Part 2***	18	30	24	30																
Language Arts					35	65	35	65	35	65	35	65	35	75	35	75	35	75	35	75
Writing Test					1	60					1	60								
History-Social Science (two sessions)****															30	40	30	40	30	40
Science (two sessions)****															30	45	30	45	30	45
Mathematics Part 1	24	55	25	55	25	55	25	55	25	55	25	55	33	75	33	75	33	75	33	75
Mathematics Part 2	26	55	25	55	25	55	25	55	25	55	25	55	32	75	32	75	32	75	32	75
Total Items and Testing Time*	**351**	**410**	**323**	**400**	**326**	**455**	**325**	**395**	**325**	**395**	**328**	**455**	**344**	**445**	**480**	**580**	**480**	**580**	**480**	**580**

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* Testing time in minutes—add 10 minutes to each subtest to distribute materials, give directions, and collect materials.
** All times are approximate for scheduling. Except for the Writing Tests for grades 4 and 7, the Standards Tests are untimed.
*** Language Arts Parts 1 and 2 for grades 2 and 3 must be administered in a single session with a 10-minute break between the two parts.
**** Times listed for science and history-social science are for each session. Science Tests are course specific.

2002 Standardized Testing and Reporting (STAR) Program

SABE/2, by Grade Level
Number of Test Items and Testing Time

Test Levels	Grade 2		Grade 3		Grades 4–11	
	Items	**Time***	**Items**	**Time***	**Items**	**Time***
Fonética (Word Analysis)	38	35	24	22		
Vocabulario (Vocabulary)	25	19	30	30	45	29
Comprensión de lectura (Reading Comprehension)	25	28	30	36	45	45
Cálculos matemáticos (Mathematics Computation)	20	18	36	34	40	33
Aplicaciones y conceptos matemáticos (Mathematics Concepts and Applications)	31	34	40	33	45	37
Ortographía (Spelling)	20	19	22	21	20	19
Mayúsculas y puntuación (Mechanics)	22	31	26	35	27	27
Expresión (Expression)	30	35	38	44	*Grade 4*	
					28	28
					Grades 5–6	
					41	40
					Grades 7–11	
					40	39
Destrezas de estudio (Study Skills)**					*Grade 4*	
					28	31
					Grades 5–11	
					27	30
Total Items and Testing Time*	**211**	**219**	**246**	**255**	*Grade 4*	
					278	**249**
					Grades 5–6	
					290	**260**
					Grades 7–11	
					289	**259**

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* In minutes

** Optional

Section II

California Standards Tests

Parent Guide to the 2002 California Standards Tests

English-Language Arts: Grades 2–5

California Writing Standards Test Scoring Guide: Grade 4

Mathematics: Grades 2–5

English-Language Arts: Grades 6–8

California Writing Standards Test Scoring Guide: Grade 7

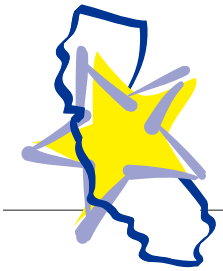
Mathematics: Grades 6–8

English-Language Arts: Grades 9–11

Mathematics: Grades 9–11

History-Social Science: Grades 9–11

Science: Grades 9–11



Parent Guide to the 2002 California Standards Tests

The California Standards Tests are given to public school students in grades 2 through 11 as part of the state's Standardized Testing and Reporting (STAR) Program. Enacted into law in 1997, the STAR Program has two components in addition to the California Standards Tests: the Stanford Achievement Test, Ninth Edition, Form T, (Stanford 9) and the Spanish Assessment of Basic Education, Second Edition (SABE/2).

A Test for California Schools

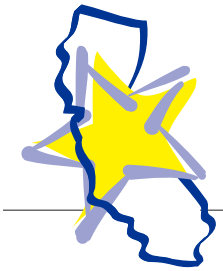
- The California Standards Tests, developed specifically for California public schools, are aligned to state-adopted standards that describe what students should know and be able to do in each grade and subject tested.
- The California Standards Tests in English-Language Arts and Mathematics for grades 2 through 11 became part of the STAR Program in 1999. Standards Tests in History-Social Science and Science for grades 9 through 11 were added in 2001. Writing tests for grades 4 and 7, requiring students to write an essay in response to an assigned task, also were added in 2001.
- Standards Tests for 2002 STAR include questions from the Stanford 9 English-language arts tests for grades 2 through 11 and mathematics tests for grades 2 through 7 that are aligned to state-adopted academic content standards and additional test questions that address the standards. The number of items used from the Stanford 9 for the Standards Tests vary by grade level and subject area.

Test Content and Format

- Standards Tests in English-Language Arts in grades 2 through 11; in Mathematics in grades 2 through 7; and in History-Social Science in grades 9, 10, and 11 are tied to specific grade levels.
- All students in grades 8 and 9 not enrolled in a standards-based math course, take a General Mathematics Test that is based on the academic standards for grades 6 and 7. The Mathematics Standards Tests in grades 8 through 11 are tied to specific math courses. A High School Mathematics Standards Test is given to students in grades 9–11 who completed algebra II or third-year integrated math at any time before testing began.
- Students in grades 9, 10, and 11 may take Science Standards Tests that also are tied to specific courses rather than grade levels. Only students who are completing a standards-based science course take a CST.
- Questions for all Standards Tests, except for the writing tests in grades 4 and 7, are in a multiple-choice format.
- Student responses to the writing tasks are scored using 4-point scoring guides that are aligned to state-adopted standards for writing strategies, applications, and conventions.

Performance Level Reporting

- The California Standards Tests are criterion-referenced tests. Results are based on how well students achieve identified state-adopted academic content standards, not how student results compare with results of other students taking the same tests.



Parent Guide to the 2002 California Standards Tests

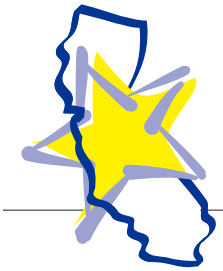
- The State Board of Education approved five performance levels for reporting results of the California Standards Tests. The performance levels designated are advanced, proficient, basic, below basic, and far below basic.
- Initial recommendations came from Performance Level Setting Panels for each content area. The State Board also scheduled regional hearings to receive public input before final performance levels were adopted.

Reporting 2002 Results

- Individual student and group results of the 2002 administration of the California Standards Tests are being reported using performance levels.
- The performance levels used to report 2002 results are:
  - advanced
  - proficient
  - basic
  - below basic
  - far below basic
- The performance levels describe student achievement with respect to California Content Standards.
- Last year the 2001 performance level results for the English-Language Arts Standards Tests in grades 4 and 7 were based on the multiple-choice questions and did not include the writing test scores. Writing test scores are included in the 2002 performance level results.

Performance Levels for All Content Areas

- The State Board has adopted performance levels for the California Standards Tests in Mathematics, History-Social Science, English-Language Arts, and for Science courses.
- Grades 4 and 7 performance levels for English-language arts that incorporate scores for the student writing samples were adopted in fall 2001.
- Performance levels are being used to report individual and group results for spring 2002 Standards Tests in English-Language Arts, Mathematics, History-Social Science, and Science.

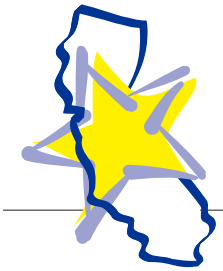


Parent Guide to the 2002 California Standards Tests

California Standards Tests
Scaled Score Ranges for Performance Standards

English-Language Arts

Grade	Far Below Basic	Below Basic	Basic	Proficient	Advanced
2	≤261	262–299	300–349	350–401	≥402
3	≤258	259–299	300–349	350–401	≥402
4	≤268	269–299	300–349	350–392	≥393
5	≤270	271–299	300–349	350–394	≥395
6	≤267	268–299	300–349	350–393	≥394
7	≤262	263–299	300–349	350–396	≥401
8	≤265	266–299	300–349	350–394	≥395
9	≤264	265–299	300–349	350–396	≥397
10	≤262	263–299	300–349	350–391	≥392
11	≤258	259–299	300–349	350–395	≥396



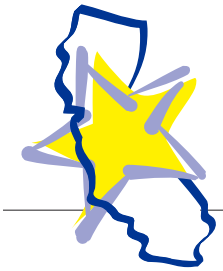
Parent Guide to the 2002 California Standards Tests

California Standards Tests
Scaled Score Ranges for Performance Standards

Mathematics

Grade	Far Below Basic	Below Basic	Basic	Proficient	Advanced
2	≤235	236–299	300–349	350–413	≥414
3	≤235	236–299	300–349	350–413	≥414
4	≤244	245–299	300–349	350–400	≥401
5	≤247	248–299	300–349	350–429	≥430
6	≤252	253–299	300–349	350–414	≥415
7	≤256	257–299	300–349	350–413	≥414
General Mathematics*	≤256	257–299	300–349	350–413	≥414
Algebra I	≤252	253–299	300–349	350–427	≥428
Geometry	≤246	247–299	300–349	350–417	≥418
Algebra II	≤256	257–299	300–349	350–415	≥416
High School Mathematics	≤234	235–299	300–349	350–419	≥420
1st Year Integrated	≤248	249–299	300–349	350–424	≥425
2nd Year Integrated	≤257	258–299	300–349	350–417	≥418
3rd Year Integrated	≤251	252–299	300–349	350–427	≥428

* The General Mathematics Standards Test assesses grade-8 and -9 students' knowledge of California's Grade-6 and -7 Mathematics Academic Content Standards. Students who are not yet in algebra I or who are taking the first year of a two-year algebra I course take this test.



Parent Guide to the 2002 California Standards Tests

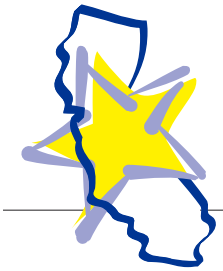
California Standards Tests
Scaled Score Ranges for Performance Standards

History-Social Science

Grade	Far Below Basic	Below Basic	Basic	Proficient	Advanced
9 Grade 4–8 Standards	≤270	271–299	300–349	350–395	≥396
10 World History	≤274	275–299	300–349	350–399	≥400
11 United States History	≤269	270–299	300–349	350–400	≥401

Science

Grade	Far Below Basic	Below Basic	Basic	Proficient	Advanced
Earth Science	≤276	277–299	300–349	350–392	≥393
Biology	≤275	276–299	300–349	350–393	≥394
Chemistry	≤275	276–299	300–349	350–393	≥394
Physics	≤275	276–299	300–349	350–392	≥393
Integrated Science Tests	The State Board of Education has not adopted performance standards for the four integrated science tests.				



Parent Guide to the 2002 California Standards Tests

Writing Sample Description

In February 2000, Governor Davis signed legislation to add writing assessments to the state's standards-based testing program at the elementary and middle grade levels. These assessments, the California Writing Standards Tests, were administered for the first time as part of the STAR Program in spring 2001 in grades 4 and 7.

The California Writing Standards Tests address state writing application standards for grades 4 and 7 that lend themselves to a one-hour assessment. In grade 4, the writing tests require students to produce one of three types of writing: narratives, summaries, and responses to literature. In grade 7, the writing test requires students to produce one of four types of writing: narratives, persuasive essays, summaries, and responses to literature.

In addition to the writing tests, the STAR English-Language Arts Standards Tests in grades 4 and 7 contain 90 multiple-choice questions for each grade level. These include 35 questions specifically written to address the California English-language arts content standards and 55 items selected from the Stanford 9 test for their alignment with the content standards.

In any year, the writing test in each of the two grades might address any writing type identified as appropriate for testing in that grade level. The type of writing addressed may differ from year to year.

Since students learn several different types of writing, parents can gain a more complete picture of their students' writing achievement by reviewing written assignments throughout the school year. The writing score provides a snapshot of writing for the one type of writing tested.

A student's test paper is read by two people. Each reader gives the paper a score of 1–4 with 4 being highest. The student's score is the total of the two readers' scores. If the two readers assign scores that differ by more than one point, a third person reads the paper to resolve the difference. If a student's test cannot be scored, the score is listed as invalid. An invalid score means that the student's paper was illegible, blank, written in a language other than English, or the student's writing did not address the assigned task. The table below shows all possible score combinations a student may receive and the score that would be reported for each combination.

Reader 1's Score	Reader 2's Score	Reported Score
4	4	8
4	3	7
3	3	6
2	3	5
2	2	4
2	1	3
1	1	2

The readers use the scoring guides on pages 25, 26, 31, and 32 to score each test paper.

Student's writing scores are reported as the Writing Applications score in the student performance reports.

English-Language Arts: Grades 2–5

The California English-Language Arts Standards Tests in grades 2 through 5 address state-adopted content standards in reading, writing, and the conventions of English (e.g., sentence structure, grammar, punctuation, capitalization, and spelling).

Grades 2–3

Students in grades 2 and 3 are required to comprehend the meaning of words, understand informative writing and children's literature appropriate for their grade levels, and show their knowledge of good writing skills.

Grades 4–5

Students in grades 4 and 5 are required to determine the meaning of words, analyze and interpret informative writing and literature appropriate for their grade levels, and show their knowledge of good writing skills.

Writing Test

In addition to answering multiple-choice questions, students in grade 4 were required to write an essay. Students were given 60 minutes for the writing test. In 2001, students were required to read a short article and prepare a summary of information. Students were given one of two articles to summarize, depending on when their schools were in session. The article was similar to what might be found in a children's newsmagazine, nonfiction book, or encyclopedia. The piece read by students was appropriate for fourth grade.

In 2002, students were given 60 minutes to write a narrative essay in response to a writing prompt. Students were given one of two narrative tasks depending on when their schools were in session. The 2002 tasks will be released to the public later this year after scoring has been completed.

Sample Questions

Grades 2–3

In sample question one, students are asked to recognize proper use of punctuation.

Grade 2 Written and Oral English Language Conventions—Standard 1.4

Use commas in the greeting and closure of a letter and with dates and times in a series.

1. Which is the correct way to end a letter?

A Your friend
Miguel

B Your, friend.
Miguel

C "Your friend"
Miguel

D Your friend,
Miguel *

* The asterisk indicates the correct answer for each sample question.

In sample question two, students are asked to analyze a word in order to understand its meaning.

Grade 2 Reading—Standard 1.9

Know the meaning of simple prefixes and suffixes (e.g., over-, un-, -ing, -ly).

2. Read this sentence:

Freddy's puppy is <u>nameless</u>.

<u>Nameless</u> means the puppy—

A knows its name
B has many names
C hears its name
D has no name *

In sample question three, students are asked to recognize correct capitalization.

Grade 3 Written and Oral Language Conventions—Standard 1.7

Capitalize names, holidays, historical periods, and special events correctly.

3. What is the correct way to write this sentence?

F We'll be in oregon on Thanksgiving Day.
G We'll be in Oregon on Thanksgiving Day. *
H We'll be in oregon on thanksgiving day.
I We'll be in Oregon on thanksgiving day.

In sample question four, students are asked to read a poem about a boy and his uncle and to identify the speaker.

Grade 3 Reading—Standard 3.6

Identify the speaker or narrator in a selection.

4. Who is the speaker in this passage?

A A teacher
B An uncle
C A parent
D A child *

* The asterisk indicates the correct answer for each sample question.

Grades 4–5

In sample question one, students are asked to read "The Pecan Tree" and to recognize the reason for a character's actions.

Grade 4 Reading—Standard 3.3

Use knowledge of the situation and setting and of a character's traits and motivations to determine the causes for that character's actions.

1. In "The Pecan Tree," why did Pablo lower his bucket to the other side of the stone wall?

A He was returning a bucket that he had once borrowed from Juanita.
B He wanted to give Juanita the last pecans they would ever have. *
C Juanita had asked him to give her the pecans because it was her tree.
D He had grown tired of pecans and did not want any more of them.

In sample question two, students are asked to identify how two stories that they read are alike.

Grade 4 Reading—Standard 3.4

Compare and contrast tales from different cultures by tracing the exploits of one character type and develop theories to account for similar tales in diverse cultures (e.g., trickster tales).

2. Both stories have to do with the sharing of

A clothing
B shelter
C food *
D water

In sample question three, students are asked to analyze a word to identify its origin.

Grade 5 Reading—Standard 1.2

Use word origins to determine the meaning of unknown words.

3. Read the sentence.

The swimmers <u>splattered</u> water onto the bank of the swimming hole.

<u>Splattered</u> is a word that consists of two words blended together. Which two words were blended to make the word splattered?

F slipped and shattered
G splashed and spattered *
H slapped and clattered
I slopped and pattered

* The asterisk indicates the correct answer for each sample question.

In sample question four, students are asked to read an essay by Marcus, a student, describing a hike and identify words that establish the setting.

Grade 5 Reading—Standard 1.2b

Create multiple-paragraph narrative compositions (that) describe the setting.

4. Which words does Marcus use to describe the setting in Paragraph 1 of his essay?

A father, I, and we
B took, gave, and think
C summer, Colorado, and lake *
D sandwich, water, and meal

Summary Writing Tasks—Grade 4

Students who took the writing test on April 9 and 10, 2002, wrote a narrative essay about their unusual experiences when they took care of an elephant for a week. Students who took the test on May 21 or 22, 2002, wrote a narrative essay about something unusual they found when they helped a lady clean out her garage. For both tasks, students were asked to tell a story with a beginning, middle, and end and to use specific details to help the reader imagine their experiences.

* The asterisk indicates the correct answer for each sample question.

California Standards Test Scoring Rubric Grade 4 Writing Tasks

4

The writing—

- *clearly* addresses all parts of the writing task.
- demonstrates a *clear* understanding of purpose.
- maintains a *consistent* point of view, focus, and organizational structure, including paragraphing when appropriate.
- includes a *clearly presented* central idea with *relevant* facts, details, and/or explanations.
- includes a *variety* of sentence types.
- contains *few, if any, errors* in the conventions of the English language (grammar, punctuation, capitalization, spelling). These errors do **not** interfere with the reader's understanding of the writing.

Narrative writing—

- provides a *thoroughly developed* sequence of *significant* events to relate ideas, observations, and/or memories.
- includes *vivid* descriptive language and sensory details that enable the reader to visualize the events or experiences.

Summary writing—

- is characterized by paraphrasing of the main idea(s) and *significant* details.

Response to literature writing—

- demonstrates a *clear* understanding of the literary work.
- provides *effective* support for judgments through *specific* references to text and prior knowledge.

3

The writing—

- addresses all parts of the writing task.
- demonstrates a *general* understanding of purpose.
- maintains a *mostly consistent* point of view, focus, and organizational structure, including paragraphing when appropriate.
- presents a central idea with *mostly* relevant facts, details, and/or explanations.
- includes a *variety* of sentence types.
- contains *some errors* in the conventions of the English language (grammar, punctuation, capitalization, spelling). These errors do **not** interfere with the reader's understanding of the writing.

Narrative writing—

- provides an *adequately developed* sequence of significant events to relate ideas, observations, and/or memories.
- includes *some* descriptive language and sensory details that enable the reader to visualize the events or experiences.

Summary writing—

- is characterized by paraphrasing of the main idea(s) and *significant* details.

Response to literature writing—

- demonstrates an understanding of the literary work.
- provides *some* support for judgments through references to text and prior knowledge.

2

The writing—

- addresses *only parts* of the writing task.
- demonstrates *little* understanding of purpose.
- maintains an *inconsistent* point of view, focus, and/or organizational structure.
- *suggests* a central idea with *limited* facts, details, and/or explanations.
- includes *little* variety in sentence types.
- contains *several errors* in the conventions of the English language (grammar, punctuation, capitalization, spelling). These errors **may** interfere with the reader's understanding of the writing.

Narrative writing—

- provides a *minimally developed* sequence of events to relate ideas, observations, and/or memories.
- includes *limited* descriptive language and sensory details that enable the reader to visualize the events or experiences.

Summary writing—

- is characterized by *substantial* copying of key phrases and *minimal* paraphrasing.

Response to literature writing—

- demonstrates a *limited* understanding of the literary work.
- provides *weak* support for judgments.

1

The writing—

- addresses *only one part* of the writing task.
- demonstrates *no* understanding of purpose.
- *lacks* a clear point of view, focus, and/or organizational structure.
- *lacks* a central idea but may contain *marginally related* facts, details, and/or explanations.
- includes *no* sentence variety.
- contains *serious errors* in the conventions of the English language (grammar, punctuation, capitalization, spelling). These errors interfere with the reader's understanding of the writing.

Narrative writing—

- *lacks* a sequence of events to relate ideas, observations, and/or memories.
- *lacks* descriptive language and sensory details that enable the reader to visualize the events or experiences.

Summary writing—

- is characterized by substantial copying of *indiscriminately selected* phrases or sentences.

Response to literature writing—

- demonstrates little understanding of the literary work.
- *fails* to provide support for judgments.

Condition Codes

B	=	Blank	Student receives no credit for writing test and no California Standards Test English-Language Arts score.
R	=	Student refused to write	
W	=	Wrong prompt	
C	=	Prompt/Directions copied	Student receives 0 points for writing test but receives a California Standards Test English-Language Arts score.
I	=	Illegible	
L	=	Language other than English	
T	=	Off topic	

Mathematics: Grades 2–5

California Mathematics Standards Tests address state-adopted content standards in mathematical reasoning, problem solving, and basic computational skills. The mathematics tests in grades 2 through 5 are specific to a student's grade level in school.

Grades 2–3

By the end of grade 2, students understand place value and number relationships in addition and subtraction, and they use simple multiplication concepts. They measure quantities with appropriate units. They classify shapes and see geometric relationships among them. They collect and analyze data and verify the answers.

By the end of grade 3, students increase their understanding of place value. They also become more skilled with addition, subtraction, multiplication, and division of whole numbers. Students estimate, measure, and describe objects in space. They use patterns to help solve problems. They represent number relationships and conduct simple probability experiments.

Grades 4–5

By the end of grade 4, students understand large numbers and addition, subtraction, multiplication, and division of whole numbers. They describe and compare simple fractions and decimals. They understand the properties of, and the relationships between, plane geometric figures. They collect, represent, and analyze data to answer questions.

By the end of grade 5, students increase their skills in applying computational skills to fractions, decimals, and positive and negative numbers. They know and use common measuring units to determine length and area. They know and use formulas to determine the volume of simple geometric figures. Students understand the concept of angle measurement and use a protractor and compass to solve problems. They use grids, tables, graphs, and charts to record and analyze data.

Sample Questions

Grades 2–3

Grade 2 Mathematics—Standard 1.3 (Measurement and Geometry)

Students understand that measurement is accomplished by identifying a unit of measure, iterating (repeating) that unit, and comparing it to the item to be measured: Measure the length of an object to the nearest inch and/or centimeter.

1. Use your inch ruler to measure the length of this worm.

A 2 inches
B 3 inches *
C 5 inches
D 6 inches

* The asterisk indicates the correct answer for each sample question.

Grade 3 Mathematics—Standard 1.3 (Number Sense)

Students understand the place value of whole numbers: Identify the place value for each digit in numbers to 10,000.

2. A submarine went down 5,920 feet into the ocean. What number is in the thousands place of 5,920?

A 5 *
B 9
C 2
D 0

Grades 4–5

Grade 4 Mathematics—Standard 1.3 (Number Sense)

Students understand the place value of whole numbers and decimals to two decimal places and how whole numbers and decimals relate to simple fractions. Students use the concepts of negative numbers: Round whole numbers through the millions to the nearest ten, hundred, thousand, ten thousand, or hundred thousand.

1. What is 9,308,791 rounded to the nearest ten?

A 9,308,790 *
B 9,308,800
C 9,310,000
D 10,000,000

Grade 5 Mathematics—Standard 1.2 (Number Sense)

Students compute with very large and very small numbers, positive integers, decimals, and fractions and understand the relationship between decimals, fractions, and percents. They understand the relative magnitudes of numbers: Interpret percents as a part of a hundred; find decimal and percent equivalents for common fractions and explain why they represent the same value; compute a given percent of a whole number.

2. Which percentage is equivalent to the fraction 3/4?

A 25%
B 34%
C 67%
D 75% *

* The asterisk indicates the correct answer for each sample question.

English-Language Arts: Grades 6–8

The California English-Language Arts Standards Tests in grades 6, 7, and 8 address state-adopted content standards in reading, writing, and the conventions of English (e.g., sentence structure, grammar, punctuation, capitalization, and spelling). Students are asked to determine the meaning of words, analyze and interpret informative writing and literature, and exhibit their knowledge of good writing skills.

Writing Test

In addition to answering multiple-choice questions, students in grade 7 were required to write an essay. Students were given 60 minutes for the writing test. In 2001, students were required to prepare a response to literature, after reading a short story. Students were given one of two response to literature tasks depending on when their schools were in sessions. In their essay, they were to include their understanding of the characters and the story's overall meaning. The story read by the students was appropriate for seventh grade.

In 2002, students were given 60 minutes to write a persuasive essay in response to a writing prompt. Students were given one of two persuasive tasks depending on when their schools were in session. The 2002 tasks and sample student papers will appear in a teacher's guide to be published soon.

Student responses to the writing task were scored using a four-point scoring guide. This scoring guide is aligned to state-adopted standards for writing strategies, applications, and conventions (See pages 31–32 for the complete scoring guide for grade 7).

Sample Questions

In sample question one, students are asked to read a poem and determine which literary device the poem as a whole illustrates.

Grade 6 Literary Response and Analysis—Standard 3.7

Explain the effects of common literary devices (e.g., symbolism, imagery, metaphor) in a variety of fictional and nonfictional texts.

1. The entire poem is an example of

A simile
B metaphor *
C personification
D hyperbole

* The asterisk indicates the correct answer for each sample question.

In sample question two, students are asked to read a letter from a student to her principal and select the best way to rewrite one sentence.

Grade 7 Written and Oral English Language Conventions—Standard 1.1

Place modifiers properly and use the active voice.

2. Read the following sentence from Paragraph 3 of Jessica's letter.

We have no choice but to eat what the cafeteria staff prepares right now.

How is this sentence best written?

F We have no choice but to eat what is prepared right now by the cafeteria staff.
G Right now, we have no choice but to eat what is prepared by the cafeteria staff. *
H We have no choice but to eat right now what is prepared by the cafeteria staff.
I As it is.

In sample question three, students are asked to read directions for recording on a video cassette recorder and identify how one feature on the videocassette recorder is used.

Grade 8 Reading—Standard 2.5

Understand and explain the use of a complex mechanical device by following technical directions.

3. The "select" button is used to

F move from one programming option to the next *
G choose the channel
H choose the show you want to record
I tell the VCR to accept your choices

Summary Writing Tasks—Grade 7

Students who took the writing test on April 9 and 10, 2002, wrote a persuasive essay or letter about a celebrity they would like to speak at their school. Students who took the test on May 21 or 22, 2002, wrote a persuasive essay or letter about a proposed dress code that would require students to wear uniforms to school. For both tasks, students were asked to state their position on the topic, give reasons to support their position, and address the concerns of those who might disagree with them.

* The asterisk indicates the correct answer for each sample question.

California Standards Test Scoring Rubric Grade 7 Writing Tasks

4

The writing—

- *clearly* addresses all parts of the writing task.
- demonstrates a *clear* understanding of purpose and audience.
- maintains a *consistent* point of view, focus, and organizational structure, including the *effective* use of transitions.
- includes a *clearly presented* central idea with *relevant* facts, details, and/or explanations.
- includes a *variety* of sentence types.
- contains *few, if any*, *errors* in the conventions of the English language (grammar, punctuation, capitalization, spelling). These errors do **not** interfere with the reader's understanding of the writing.

Fictional or autobiographical narrative writing—

- provides a *thoroughly developed* plot line, including major and minor characters and a *definite* setting.
- includes *appropriate* strategies (e.g., dialogue; suspense; narrative action).

Response to literature writing—

- develops interpretations that demonstrate a *thoughtful*, comprehensive grasp of the text.
- organizes *accurate and coherent* interpretations around *clear* ideas, premises, or images from the literary work.
- provides *specific* textual examples and details to support the interpretations.

Persuasive writing—

- *authoritatively* defends a position with precise and relevant evidence and *convincingly* addresses the reader's concerns, biases, and expectations.

Summary writing—

- is characterized by paraphrasing of the main idea(s) and *significant* details.

3

The writing—

- addresses all parts of the writing task.
- demonstrates a *general* understanding of purpose and audience.
- maintains a *mostly consistent* point of view, focus, and organizational structure, including the *effective* use of some transitions.
- presents a central idea with *mostly relevant* facts, details, and/or explanations.
- includes a *variety* of sentence types.
- contains *some errors* in the conventions of the English language (grammar, punctuation, capitalization, spelling). These errors do **not** interfere with the reader's understanding of the writing.

Fictional or autobiographical narrative writing—

- provides an *adequately developed* plot line, including major and minor characters and a *definite* setting.
- includes *appropriate* strategies (e.g., dialogue; suspense; narrative action).

Response to literature writing—

- develops interpretations that demonstrate a comprehensive grasp of the text.
- organizes accurate and *reasonably* coherent interpretations around *clear* ideas, premises, or images from the literary work.
- Provides textual examples and details to support the interpretations.

Persuasive writing—

- *generally* defends a position with relevant evidence and addresses the reader's concerns, biases, and expectations.

Summary writing—

- is characterized by paraphrasing of the main idea(s) and *significant* details.

2

The writing—

- addresses *only parts* of the writing task.
- demonstrates *little* understanding of purpose and audience.
- maintains an *inconsistent* point of view, focus, and/or organizational structure, which may include *ineffective or awkward* transitions that do not unify important ideas.
- *suggests* a central idea with *limited* facts, details, and/or explanations.
- includes *little* variety in sentence types.
- contains *several errors* in the conventions of the English language (grammar, punctuation, capitalization, spelling). These errors **may** interfere with the reader's understanding of the writing.

Fictional or autobiographical narrative writing—

- provides a *minimally developed* plot line, including characters and a setting.
- *attempts* to use strategies but with *minimal* effectiveness (e.g., dialogue; suspense; narrative action).

Response to literature writing—

- develops interpretations that demonstrate a *limited* grasp of the text.
- includes interpretations that *lack* accuracy or coherence as related to ideas, premises, or images from the literary work.
- provides *few, if any,* textual examples and details to support the interpretations.

Persuasive writing—

- defends a position with *little, if any,* evidence and *may* address the reader's concerns, biases, and expectations.

Summary writing—

- is characterized by *substantial* copying of key phrases and *minimal* paraphrasing.

1

The writing—

- addresses *only one part* of the writing task.
- demonstrates *no* understanding of purpose and audience.
- *lacks* a point of view, focus, organizational structure, and transitions that unify important ideas.
- *lacks* a central idea but may contain *marginally related* facts, details, and/or explanations.
- includes *no* sentence variety.
- contains *serious errors* in the conventions of the English language (grammar, punctuation, capitalization, spelling). These errors interfere with the reader's understanding of the writing.

Fictional or autobiographical narrative writing—

- *lacks* a developed plot line.
- *fails* to use strategies (e.g., dialogue; suspense; narrative action).

Response to literature writing—

- demonstrates *little* grasp of the text.
- *lacks* an interpretation or *may* be a simple retelling of the passage.
- *lacks* textual examples and details.

Persuasive writing—

- *fails* to defend a position with *any* evidence and *fails* to address the reader's concerns, biases, and expectations.

Summary writing—

- is characterized by substantial copying of *indiscriminately selected* phrases or sentences.

Condition Codes

B	=	Blank	Student receives no credit for writing test and no California Standards Test English-Language Arts score.
R	=	Student refused to write	
W	=	Wrong prompt	
C	=	Prompt/Directions copied	Student receives 0 points for writing test but receives a California Standards Test English-Language Arts score.
I	=	Illegible	
L	=	Language other than English	
T	=	Off topic	

Mathematics: Grades 6–8

California Mathematics Standards Tests for students in grades 6, 7, and 8 address state-adopted content standards in mathematical reasoning, problem solving, and basic computational skills. The mathematics tests in grades 6 and 7 are specific to a student's grade level in school. Beginning at grade 8, students take tests specific to mathematics disciplines such as algebra, geometry, or integrated math.

Students in grade 8 not enrolled in algebra I or who are in the first year of a two-year algebra I course will take a General Mathematics Test that assesses the math standards for grades 6 and 7. This test was designed as a pre-algebra assessment and is aligned with the general mathematics sections of the California High School Exit Exam.

By the end of grade 6, students compute and solve problems with whole numbers, positive fractions and decimals, and positive and negative numbers. Students apply their knowledge to statistics and probability. They analyze data and sampling processes for possible bias and misleading conclusions, and routinely calculate the probabilities for compound events. Students work with ratios and proportions, compute percentages, and know the formulas for the circumference and area of a circle. They use letters for numbers in formulas involving geometric shapes and in ratios to represent an unknown part of an expression. They solve one-step linear equations.

By the end of grade 7, students understand and use factoring of numerators and denominators and properties of exponents. Students know the Pythagorean theorem and how to compute the surface area and volume of basic 3-dimensional objects. Students make conversions between different units of measurement, and know and use different representations of fractional numbers. Students compute percents of increase and decrease, and simple and compound interest. They graph linear functions and understand the idea of slope and its relation to ratio.

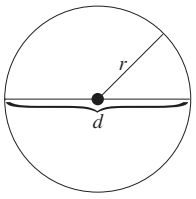
The intent of the standards is to ensure that all students in grade 8 are given an opportunity to master the standards for algebra I. Fundamental concepts needed to understand algebra are introduced to students as early as kindergarten. If students are given the rigorous curriculum outlined in the standards, they will be well prepared.

Sample Questions

Grade 6 Mathematics—Standard 1.1 (Measurement and Geometry)

Students deepen their understanding of the measurement of plane and solid shapes and use this understanding to solve problems: Understanding the concept of a constant such as π; know the formulas for the circumference and area of a circle.

1. Which formula can be used to find the area of the circle shown?



A $A = \pi r$
B $A = \pi d$
C $A = \pi r^2$ *
D $A = \pi d^2$

Grade 7 Mathematics—Standard 1.1 (Number Sense)

Students know the properties of, and compute with, rational numbers expressed in a variety of forms: Read, write, and compare rational numbers in scientific notation (positive and negative powers of 10) with approximate numbers using scientific notation.

2. Which shows 0.000004792 written in scientific notation?

I 0.4792×10^5
J 4.792×10^{-6} *
K 4.792×10^{-5}
L 4.792×10^6

* The asterisk indicates the correct answer for each sample question.

Grade 8 Mathematics—Standard 7.0 (Algebra I)

Students verify that a point lies on a line, given an equation of the line. Students are able to derive linear equations by using the point-slope formula.

3. Which equation defines the line that contains the point (4, –3) and has a slope of 1/2?

A $x - 2y = 10$ *
B $x + 2y = 10$
C $2x - y = 11$
D $2x + y = 5$

* The asterisk indicates the correct answer for each sample question.

English Language Arts: Grades 9–11

The California English-Language Arts Standards Tests at grades 9 through 11 address state-adopted content standards in reading, writing, and the conventions of English (e.g., grammar, usage, punctuation, sentence structure, diction, and syntax). Students are asked to determine the meaning of words, analyze and interpret literary and informational writing, and demonstrate their knowledge of good writing skills for different types of writing.

Sample Questions

For sample questions one and two, students are asked to read a short narrative, "Buzzard," by Bailey White, and a poem, "The Peace of Wild Things," by Wendell Berry. These sample questions are part of a series of multiple-choice questions that address these reading passages.

Grades 9/10 Reading—Standard 3.9

Explain how voice, persona and the choice of a narrator effect characterization and the tone, plot, and credibility of a text.

1. What is the effect of the first person point of view used in "Buzzard"?

A It creates sympathy for the narrator.
B It makes the account more disturbing.
C It makes the account of the event more personal.*
D It creates a bond between the eagle and the narrator.

Grades 9/10 Reading—Standard 3.5

Compare works that express a universal theme and provide evidence to support the ideas expressed in each work.

2. Both selections explain that people can learn from nature. Which sentence from White's narrative expresses this idea *most* explicitly?

A "He turned his head and gave me a long look through the car windshield with his level yellow eyes."
B "Then he slowly wheeled up into the sky until he was just a black dot against the blue."
C "When I got started again, I drove slower and felt smaller."
D "I think it does us all good to get looked at like that now and then by a wild animal."*

* The asterisk indicates the correct answer for each sample question.

Grades 9/10 Reading—Standard 1.2

Distinguish between the denotative and connotative meanings of words and interpret the connotative power of words.

3. In which sentence does the underlined word have the most *negative* connotation?

F Sasha feels <u>compassion</u> for her friend.
G Sasha feels <u>pity</u> for her friend.*
H Sasha feels <u>sympathy</u> for her friend.
I Sasha feels <u>empathy</u> for her friend.

For sample question four, students read a student essay and Works Cited page.

Grades 9/10 Writing—Standard 1.7

Use appropriate conventions for documentation in the text, notes, and bibliographies by adhering to those in style manuals (e.g., *Modern Language Association Handbook, the Chicago Manual of Style*).

4. Based on information in the Works Cited section, which author wrote an article for a medical magazine?

A Peter Evans
B Donald Haversham
C Jonathan Selkirk*
D Gina Lombardo

* The asterisk indicates the correct answer for each sample question.

Mathematics: Grades 9–11

Most of the California Mathematics Standards Tests for students in grades 9 through 11 are for the mathematics course in which a student is enrolled, such as geometry or algebra II.

Grade 9 students not enrolled in discipline-specific or integrated math courses that are based on state content standards take a general math test based on the math standards for grades 6 and 7. Students who have completed algebra II/probability and statistics or integrated math 3 any time before testing begins, take the High School Mathematics Standards Test.

The standards tested in grades 9 through 11 are organized differently from those for kindergarten through grade 7. Mathematics studied in grades 9 through 11 arrange naturally under discipline headings: algebra, geometry, and so forth. Many schools teach this material in traditional courses; others teach it in an integrated fashion. To allow local educational agencies and teachers flexibility in teaching the material, the standards for grades 9 through 11 specify the course content of subjects that must be covered. Students are expected to achieve the standards however these subjects are sequenced.

There are eight test options for students, depending on the course in which they are enrolled or have completed. The California Mathematics Standards Tests are:

Disciplines

- Algebra I
- Algebra II
- Geometry

Integrated Math

- Integrated Math 1
- Integrated Math 2
- Integrated Math 3

Non-Course Specific

- High School Mathematics Standards*
- General Math Test**

* Given to students in grades 9–11 who completed algebra II or Integrated Math 3 anytime before testing began. The test includes standards from algebra I, geometry, algebra II, and probability and statistics.

** Only given to students in grades 8 and 9 who are not enrolled in algebra I or who are in year one of a two-year algebra I course.

Sample Questions

Algebra I Mathematics—Standard 5.0

Students solve multistep problems, including word problems, involving linear equations and linear inequalities in one variable and provide justification for each step.

The table below shows the steps followed in solving an equation.

Step	Statement	Reason
1	$3(x - 5) = 12$	Given
2	$3x - 15 = 12$	?
3	$3x = 27$	Addition Property of Equality
4	$x = 9$	Multiplication Property of Equality

1. Which property could be used to justify statement #2?

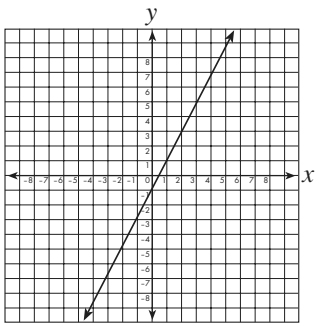
A Distributive Property*
B Associative Property
C Addition Property of Equality
D Multiplication Property of Equality

* The asterisk indicates the correct answer for each sample question.

Algebra I Mathematics—Standard 6.0

Students graph a linear equation and compute the x- and y- intercepts (e.g., graph $2x + 6y = 4$). They are also able to sketch the region defined by linear inequality (e.g., they sketch the region defined by $2x + 6y < 4$).

2. Which equation best represents the graph below?



A $x - 2y = 1$
B $2x - y = 1$*
C $x + 2y = 1$
D $2x + y = 1$

Algebra II Mathematics—Standard 8.0

Students solve and graph quadratic equations by factoring, completing the square, or using the quadratic formula. Students apply these techniques in solving word problems. They also solve quadratic equations in the complex number system.

3. Jordan has been given the job of building a tile sidewalk with uniform width around a 12 feet by 18 feet rectangular pool at the city zoo. If she uses 136 square feet of tile, how wide will the sidewalk be?

A 1/2 ft.
B 1 ft.
C 2 ft.*
D 3 ft.

Probability and Statistics—Standard 2.0

Students know the definition of *conditional probability* and use it to solve for probabilities in finite sample spaces.

4. A box contains 2 red marbles and 2 blue marbles. If a blue marble is drawn out and NOT replaced, what is the probability that the next marble drawn will be red?

A 1/3
B 1/2
C 2/3*
D 1

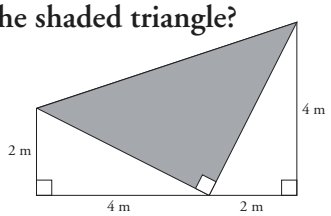
Geometry—Standard 10

Students compute areas of polygons including rectangles, scalene triangles, equilateral triangles, rhombi, parallelograms, and trapezoids.

5. A trapezoid section of a park is divided into 3 right triangles with measurements as shown in the drawing.

What is the area of the shaded triangle?

A 8.94 m^2
B 9 m^2
C 10 m^2 *
D 20 m^2



* The asterisk indicates the correct answer for each sample question.

History-Social Science: Grades 9–11

The California History-Social Science Standards Tests are given in grades 9, 10, and 11. The grade 9 test is a summary test that covers the state content standards from grades 4 through 8. The grade 10 and 11 tests address state content and skill standards for each of those grades. One-fourth of the content on the grade 10 and 11 tests includes historical and social science analysis skills that are based on grade 9 and 10 standards. Topics covered on the test include:

Grade 9

- California: A Changing State (grade 4)
- United States History and Geography: Making a New Nation (grade 5)
- World History and Geography: Ancient Civilizations (grade 6)
- World History and Geography: Medieval and Early Modern Times (grade 7)
- World History and Geography: Growth and Conflict (grade 8)

Grade 10

- World History
- Culture and Geography: The Modern World

Grade 11

- United States History and Geography: Continuity and Change in the Twentieth Century

Sample Questions

Grade 9—Standard 4.4

Students explain how California became an agricultural industrial power, tracing the transformation of the California economy and its political and cultural development since the 1850s.

1. Which of these was a major cause of immigration to California between 1850–1900?

A Settlement House movement
B Demand for labor*
C Collapse of the mission system
D Homestead Act of 1862

Grade 10—Standard 10.2

Students compare and contrast the Glorious Revolution of England, the American Revolution, and the French Revolution and their enduring effects worldwide on the political expectations for self-government and individual liberty.

(21) Earls and barons shall be fined only by their peers, and in proportion to the gravity of their offence.

(39) No free man shall be seized or imprisoned, or stripped of his rights or possessions, or outlawed or exiled, or deprived of his standing in any other way, nor will we proceed with force against him, or send others to do so, except by the lawful judgement of his peers or by the law of the land.

2. The legal principles listed in the passage come from which of these documents?

A Magna Carta*
B Bill of Rights
C Edict of Nantes
D Declaration of the Rights of Man and the Citizen

* The asterisk indicates the correct answer for each sample question.

Grade 11—Standard 11.4

Students trace the rise of the United States to its role as a world power in the twentieth century.

3. During the early 1920s, the United States attempted to reduce the threat of future wars by inviting other world powers to Washington conferences aimed at—

F stopping the naval arms race*
G strengthening the League of Nations
H setting World War I war debts
J liberalizing international trade

Grade 11—Standard 11.2

Students analyze the relationship among the rise of industrialization, large-scale rural-to-urban migration, and massive immigration from Southern and Eastern Europe.

4. Which statement about the reforms proposed by the Populists in the late 19th Century is *most* accurate?

A Their reforms were identical to those of the Socialist Party.
B Many of their reforms were eventually enacted into law by Progressive politicians.*
C Their program appealed primarily to urban residents.
D Their reforms resulted in the passage of civil rights legislation.

* The asterisk indicates the correct answer for each sample question.

Science: Grades 9–11

The intent of the California Science Standards Tests is to provide the opportunity for students to demonstrate their mastery of science facts, concepts, principles, and theories as outlined in the California Science Content Standards. Science tests in the disciplines of Biology, Chemistry, Physics, and Earth Science assess specific standards relevant to the discipline as well as Investigation and Experimentation standards. The Coordinated/Integrated science tests assess each of three discipline standards as well as Investigation and Experimentation standards. The California Science Standards Tests are:

Traditional Disciplines of Science

- Biology
- Chemistry
- Earth Science
- Physics

Integrated/Coordinated Sciences

- Earth/Chemistry/Physics (ECP)
- Earth/Biology/Chemistry (EBC)
- Earth/Biology/Physics (EBP)
- Biology/Chemistry/Physics (BCP)

Sample Questions

Biology—Standard 1A

The fundamental life processes of plants and animals depend on a variety of chemical reactions that occur in specialized areas of the organism's cells. As a basis for understanding this concept, students know cells are enclosed within semi-permeable membranes that regulate their interaction with their surroundings.

1. In some seaweeds, iodine can be found in concentrations a thousand times higher than that of seawater. This concentration is *most* likely maintained by the action of the—

F Golgi apparatus
G nucleus
H cell membrane*
J lysomes

Physics—Standard 1b

Newton's Laws predict the motion of most objects. As a basis for understanding this concept students know: when forces are balanced no acceleration occurs; thus an object continues to move at a constant speed or stays at rest (Newton's First Law).

2. A model airplane has an engine that provides a constant force of 110 newtons. The airplane weighs 10 newtons. If the airplane is flying through the air in a straight, horizontal line at a constant speed, the air resistance acting on the airplane is—

A 10 N
B 100 N
C 110 N *
D 200 N

* The asterisk indicates the correct answer for each sample question.

Earth Science—Standard 4c

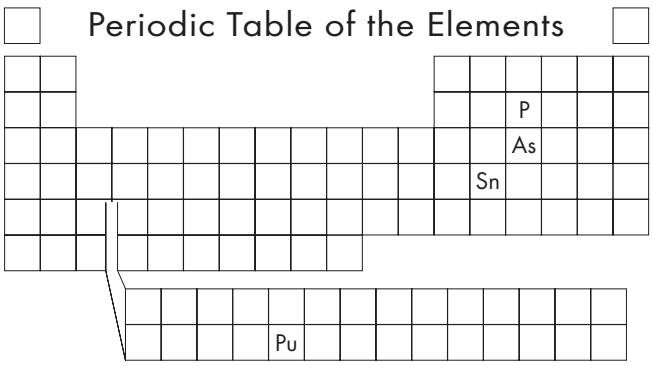
Energy enters the Earth's system primarily as solar radiation and eventually escapes as heat. As a basis for understanding this concept, students know the different atmospheric gases that absorb the Earth's thermal radiation and the mechanism and significance of the greenhouse effect.

3. Which of the following has the *greatest* influence on the increase of carbon dioxide in the Earth's atmosphere?

A Fossil fuel combustion*
B Reforestation projects
C Ozone layer depletion
D Chlorofluorocarbon production

Chemistry—Standard 1b

The Periodic Table displays the elements in increasing atomic number and shows how periodicity of the physical and chemical properties of the elements relates to atomic structure. As a basis for understanding this concept students know how to use the periodic table to identify metals, semimetals, nonmetals, and halogens.



4. Which of these elements is a semimetal (metalloid)?

F Phosphorus (P)
G Arsenic (As)*
H Tin (Sn)
J Plutonium (Pu)

* The asterisk indicates the correct answer for each sample question.

Section III

Sample Brochure — *Reporting 2002 STAR Results to Parents/Guardians*

Grades 2–5

- **Sample School/Home Newsletter Insert**
- **Sample Principal's Letter before Reports Are Distributed**
- **Sample Principal's Letter and Explanation for STAR Performance Report (California Standards Tests and Stanford 9)**
- **Sample Front Pages of STAR Performance Report—Grade 4**
- **Sample Back Pages of STAR Performance Report—Grade 4**

Grades 6–8

- **Sample School/Home Newsletter Insert**
- **Sample Principal's Letter before Reports Are Distributed**
- **Sample Principal's Letter and Explanation for STAR Performance Report (California Standards Tests and Stanford 9)**
- **Sample Front Pages of STAR Performance Report—Grade 7**
- **Sample Back Pages of STAR Performance Report—Grade 7**

Grades 9–11

- **Sample School/Home Newsletter Insert**
- **Sample Principal's Letter before Reports Are Distributed**
- **Sample Principal's Letter and Explanation for STAR Performance Report (California Standards Tests and Stanford 9)**
- **Sample Front Pages of STAR Performance Report—Grade 9**
- **Sample Back Pages of STAR Performance Report—Grade 9**

R e p o r t i n g

2002 STAR Results to Parents/Guardians

In spring 2002, more than 4 million public school students throughout the state participated in California's Standardized Testing and Reporting (STAR) Program. All students in grades 2 through 8 took STAR tests in reading, writing, spelling, and mathematics. Students in grades 9, 10, and 11 were tested in reading, writing, mathematics, history-social science, and science.

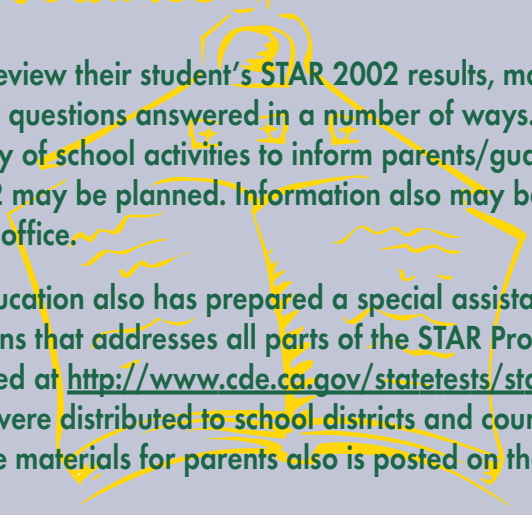
In its fifth year, the 2002 STAR Program had two testing components that only are given in English: (1) the California Standards Tests and (2) the Stanford Achievement Test, Ninth Edition, Form T (Stanford 9).

The purpose of the California Standards Tests is to better align the STAR Program with state academic content standards that specify what students should know and be able to do at every grade. The purpose of the Stanford 9, a norm-referenced test, is to compare the achievement of individual students to a national sample of students tested in the same grade at the same time of year.

In addition to the STAR tests in English, Spanish-speaking English learners who were enrolled in California public schools less than 12 months at the time of testing were given the Spanish Assessment of Basic Education (SABE/2).

Reports of each student's results on all STAR tests are to be mailed home within 20 days after they arrive in the district. Reports of results for the Standards Tests and the Stanford 9 are separate from the report of results for the SABE/2.

Parent Assistance



As parents/guardians begin to review their student's STAR 2002 results, many questions may come to mind. Parents/guardians can get questions answered in a number of ways. They can contact their children's teacher or school office. A variety of school activities to inform parents/guardians about individual student and school results for STAR 2002 may be planned. Information also may be available through the STAR test coordinator at the school district office.

The California Department of Education also has prepared a special assistance packet for Reporting 2002 STAR Results to Parents/Guardians that addresses all parts of the STAR Program in more detail. This parent assistance packet has been posted at http://www.cde.ca.gov/statetests/star/star.html on the Internet. Copies of the assistance packet were distributed to school districts and county offices of education. A Spanish translation of the sample materials for parents also is posted on the Internet.

Standards and Assessment Division • California Department of Education

May 2002

Questions & Answers for Parents

What is the STAR testing program?

One part of the state testing system is called the Standardized Testing and Reporting (STAR) Program. This program, administered annually, was authorized in 1997 by state law (Senate Bill 376). The purpose of the STAR Program is to help measure how well students are learning basic academic skills.

Who must take the STAR tests?

All students in grades 2 through 11 must take the designated STAR tests. Students learning English and students in special education programs are included. Only students whose Individualized Education Program (IEP) specify alternate assessments to STAR testing and students with written parent requests to exempt them do not take the STAR tests.

What tests did the students take in spring 2002?

The 2002 STAR Program had three components:

- California Standards Tests, based on state academic content standards
- the Stanford Achievement Test, Ninth Edition, Form T (Stanford 9), published by Harcourt Educational Measurement
- the Spanish Assessment of Basic Education, 2nd Edition (SABE/2), an achievement test in Spanish published by CTB/McGraw-Hill

What are California Standards Tests?

California Standards Tests were developed specifically, for California public schools. These tests are aligned to state-adopted academic content standards in reading, writing, mathematics, history-social science, and science. The purpose of the California Standards Tests is to better align the STAR Program with state academic content standards that specify what students should know and be able to do at every grade.

What subjects were tested in English?

The California Standards Tests covered reading, writing, and mathematics in grades 2 through 11; and history-social science and science in grades 9 through 11. In addition to the tests given to all students in grades 2 through 8, students in grades 4 and 7 were required to write an essay. Students in grades 2 through 8 were tested with the Stanford 9 in reading, written expression (language), spelling, and mathematics. Students in grades 9 through 11 were tested in reading, written expression (language), mathematics, history-social science, and science.

What about English learners?

In addition to taking the California Standards Tests and the Stanford 9 in English, Spanish-speaking English learners who had been enrolled in California public schools less than 12 months were required to take the SABE/2. This part of the test was optional if the students had been enrolled in California public schools 12 months or more.

Who gave the STAR tests, and how long did they take?

Teachers who received special training gave the STAR tests at the local school. It took 7–8 hours to complete the California Standards Tests and the Stanford 9, depending on the grade level. The SABE/2 added about 4 hours for English learners. STAR testing was spread over several days.

How were questions on the tests asked?

All test questions were in a multiple-choice format, except for the student essays in grades 4 and 7. The multiple-choice questions required students to select the correct answer from four or five possible answers. The student essay required students to respond to a writing task.

What was done to help students with special needs?

Most students with special needs took the test with all other students under standard conditions. Certain accommodations and adaptations such as Braille or large-print tests were provided for special education students who needed assistance. Accommodations also might include revised test directions or the use of aides and/or aids to provide additional help.

The accommodations must match those included in each student's Individualized Education Program (IEP) or section 504 Plan for classwork throughout the year.

What was done to help English Learners?

English Learners who had been enrolled in California public schools less than 12 months could use bilingual dictionaries or have teachers translate the test directions in addition to other accommodations. Local school boards have adopted a policy to allow this assistance.

Q&A

How and when do parents/guardians get their student's test results for 2002?

Each student's test results for 2002 must be reported to parents/guardians within 20 working days after the school district receives them. In most cases these reports are mailed. Group results by grade level for each school, district, county, and the state are to be posted on the Internet no later than August 15, 2002. Results for the California Standards Tests and the Stanford 9 and results for the SABE/2 are on separate reports.

How are individual test results for STAR 2002 reported for students?

The overall results for the 2002 California Standards Tests include the scale score and the performance level achieved for each subject area tested. There are five performance levels students can achieve: advanced, proficient, basic, below basic, and far below basic. The levels indicate how well students met state standards for each subject area tested. The goal is to have all students performing at proficient and advanced levels.

The student writing samples in grades 4 and 7 received separate scores that were combined with scores for the multiple-choice questions for writing to determine the performance levels for English-Language Arts. In addition, the score for each student's writing sample is also reported as a Writing Application score.

The Stanford 9 results are reported as national percentiles. A national percentile compares the student's results with scores of a national sample of students in the same grade that was tested at the same time of the school year. SABE/2 results are reported as reference only percentiles, because students' results are compared to Spanish-speaking English learners who were enrolled in bilingual classes.

Is the California Reading List Number Reported?

Yes. For the third year, a California Reading List Number on the STAR Performance Report directs students, parents/guardians, and teachers to a list of state-recommended books that are at a student's reading level. The Reading List Number is tied to the student's Reading Comprehension score on the Stanford 9 and ranges from 1–13+.

Where can parents/guardians find the California Reading List?

Parents/guardians can find the approved reading list at http://star.cde.ca.gov on the Internet. Internet access is available at most California public libraries. Reading list information may also be obtained from local school districts or county offices of education.

How are the STAR test results used?

Teachers, parents/guardians, and students use individual STAR results to help monitor each student's academic progress. Individual student results are merged to prepare grade-level reports by subject area for each school, district, county, and the state. The results are used with other information about student achievement to help make decisions about ways to improve student learning and school programs.

California Standards Tests and Stanford 9 test results for 2002 will be used to calculate the 2002 Academic Performance Index (API) for schools throughout California. The API, part of the state's accountability program, is used to rank the academic performance of schools, set growth targets, and monitor progress.

How can parents/guardians help the school improve student achievement?

Schools invite parents/guardians and other community members to become actively involved in improving student learning. Every school has various committees of parents/guardians who assist in school decision making, including the Parent Teacher Association and school site councils. In addition, individual teachers are frequently in search of volunteers to help with classroom instruction. Research studies show that parent/guardian and community involvement in the school can improve academic achievement.

How can parents/guardians learn more about the STAR test results?

The district may provide a brief explanation about the results with the STAR Performance Reports. No school, district, county, or state results are reported on the individual student reports. These results will be available on the Internet at http://star.cde.ca.gov on August 15, 2002. Individual student scores will not be on the Internet.

Helping Your Children Achieve

Suggestions for Parents

As you talk with your children's teachers about results of the Standardized Testing and Reporting (STAR) Program, one question you may have is, "How can I help them do better?"

Parents or guardians play an important role in their children's education. Positive attitudes at home about completing school assignments, learning new skills, and "doing your best" can make a difference. Research about learning shows that a great deal can be done at home to increase a student's academic performance.

There are many things you can do to support your student's education. Review the state's academic content standards on the back of your child's STAR Performance Report. The information presented describes what students are expected to know and be able to do as they move through school. Some activities for helping your students in reading, writing, spelling, mathematics, and other academic areas follow.

In Reading and Writing

- Talk with your children about their studies, homework, and what they did at school. Listen to your children read and read stories aloud to them.
- Have a family time when you read the newspaper, a magazine, or a book, and your children read their own books. Talk about what you and your children are reading and words they do not understand.
- Encourage your children to write such things as shopping lists, thank-you notes, requests, short stories, recipes, and journals.
- Set a limit on the amount of time your children watch television. Watch and discuss television programs with them whenever possible.
- Take your children to the library regularly and help them select their books.

In Mathematics

- Attend parent education classes about mathematics to prepare for questions that your children might ask at home.
- Check with your children every day to make sure homework assignments are completed.
- Ask questions about mathematics and solve problems as you play games, watch television, or prepare a favorite recipe.
- Show children how you use mathematics in what you do every day (e.g., cooking, crafts, automobile repair, speedometer reading, shopping).
- Help your children read charts or graphs in newspapers, magazines, or television, and talk about what they mean.

In Other Academic Areas

Other academic areas such as science and history-social science challenge students to combine reading and mathematics skills with their knowledge of the subject. Parents should share their interests in these academic areas because children become interested in what is discussed at home. Family trips might include visits to museums and historic sites. Television viewing might include one night a week when the family chooses to learn about a topic of the student's choice. Newspapers, magazine articles, or television programs about a new scientific discovery or an important historical event should be shared and discussed.

You Can Help Your Children Do Better on Tests

- Attend parent information meetings. Ask questions about the major tests given to students and other ways academic achievement is measured.
- Know when the major tests such as the STAR tests will be given and what grade levels and subject areas will be covered.
- Discuss coming tests with your children and try to reduce pre-test anxieties.
- Make sure your children get a good night's rest and breakfast before a big test.
- Attend parent-teacher conferences to find out how well your children are achieving and what they need to do to improve.

Grades 2–5
Sample School/Home Newsletter Insert

This spring, students at _____ school once again participated in California's Standardized Testing and Reporting (STAR) Program. All students in grades 2 through 5 took the STAR tests in reading, writing, spelling, and mathematics.

This is the fifth year for the STAR Program. This important program includes three testing components:

- The California Standards Tests
- The Stanford Achievement Test, Ninth Edition, Form T (Stanford 9)
- Spanish Assessment of Basic Education, Second Edition (SABE/2)

All students took the California Standards Tests and the Stanford 9 in English. In addition, the SABE/2 was given to Spanish-speaking English learners who had been enrolled in California public schools less than 12 months.

Questions on the California Standards Tests for grades 2 through 5 match state-adopted academic content standards for reading, writing, and mathematics. The purpose of these tests is to provide results that can be used to see if students are learning what is to be taught in California classrooms. The purpose of the Stanford 9 is to provide student results that can be compared to those of students in other states and across the nation.

In addition to the tests given to all students in spring 2002, fourth graders prepared an essay in response to a writing task. The written essays received separate Writing Applications scores. These scores also were combined with multiple-choice questions for writing to calculate students' performance levels for English-language arts.

STAR Performance Reports with each student's test results will be mailed home within 20 days after it arrives in the district. Reports of results for the California Standards Tests and the Stanford 9 are separate from the report of results for the SABE/2. For the third year, STAR Performance Reports also include the California Reading List Number that is tied to each student's Reading Comprehension score on the Stanford 9. The purpose of this part of the report is to help parents/guardians obtain a list of state-recommended books that are at their student's reading level based on his or her Stanford 9 Reading Comprehension score. For a copy of the reading list, visit the STAR website (http://star.cde.cde.ca.gov).

School, district, county, or state results are not included with the student reports sent home. These scores will be available on the Internet at http://star.cde.ca.gov on August 15, 2002. Only school, district, county, and state results will be available on the Internet. Individual student results are confidential and will be shared only with each student's parents/guardians and teachers.

The school staff has planned several activities to help parents/guardians understand the reports. A parent/guardian information night is scheduled for _____ at _____p.m. A brief explanation of the test results will be mailed with the student reports. Parents/guardians also may call the school's (district's) test information hotline at _____

Grades 2–5
Sample Principal's Letter before Reports Are Distributed

Dear Parents or Guardians:

Your student, along with public school students throughout California, participated in the state's Standardized Testing and Reporting (STAR) Program this spring. All students in grades 2 through 5 took the STAR tests in reading, writing, spelling, and mathematics.

This is the fifth year for the STAR Program. This important program includes three testing components:

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In addition to the tests given to all students in spring 2002, fourth graders prepared an essay in response to a writing task. The written essays received separate Writing Application scores. These scores also were combined with multiple-choice questions for writing to calculate students' performance levels for English-language arts.

A report of your student's results on the STAR tests will be sent to your home within 20 days after it arrives in the district. If your student took the SABE/2, results for that test will be on a separate report. The STAR Performance Reports also include the California Reading List Number that is tied to your student's Reading Comprehension score on the Stanford 9. The purpose of this part of the report is to help you obtain a list of books appropriate for your student's grade and reading level. The California Reading List can be found at http://star.cde.ca.gov on the Internet.

The STAR test results may require some explanation; therefore, our school staff has planned several activities to help interpret the reports. First, a parent/guardian information night at _____ school is scheduled for _____ at _____p.m. At this time, we will review the student reports and go over what the results mean. We also have prepared a brief explanation of the results that you will receive with your student's report. If you

have further questions after reading the report, you can call the school's (district's) test information hotline at _____. Additional information about student scores will be made available when school starts in the fall.

The 2002 STAR Performance Report you will receive emphasizes your child's performance on the California Standards Test. The back of the report provides an overview of California's academic content standards for English-language arts, mathematics, science, and history-social science. The information provided describes what all California students are expected to know in these content areas at specific grade levels.

School, district, county, or state results are not included with the student reports sent to your home. These scores will be available on the Internet at http://star.cde.ca.gov on August 15, 2002. Only school, district, county, and state results will be available on the Internet. Individual student results are confidential and will be shared only with each student's parents/guardians and teachers.

The entire staff at _____ school invites you to attend any of the scheduled activities to help you better understand the STAR 2002 results. We look forward to your participation as we begin using these test results to help improve achievement for all students.

Grades 2–5

Sample Principal's Letter and Explanation for STAR Performance Report (California Standards Tests and Stanford 9)

This letter and explanatory material also can be adapted for reporting the STAR results of students who were administered the STAR tests with accommodations.

Dear Parents or Guardians:

Enclosed is a report and an explanation of your student's test results for California's Standardized Testing and Reporting (STAR) Program, given in spring 2002. This is the fifth year for the STAR Program. This important program includes two testing components that are given in English: the California Standards Tests and the Stanford Achievement Test, Ninth Edition, Form T (Stanford 9). All students in grades 2 through 5 took the STAR tests in reading, writing, spelling, and mathematics. For the second time, students in grade 4 also wrote an essay.

The STAR 2002 results may require more explanation than is on this report; therefore, our school staff has scheduled a parent/guardian information night on _____ at _____, beginning at _____p.m. Attached are answers to questions parents/guardians often ask about the STAR tests. For further information about the report, you may call the school's (district's) test information hotline at _____.

The entire staff at _____ school welcomes your questions and comments about your student's education. We look forward to sharing a more complete picture of your student's academic achievement when school opens in the fall.

Sincerely,
Principal

About Your Student's STAR Performance Report—Grade 4

The Standardized Testing and Reporting (STAR) Performance Report explains results of the state's academic achievement tests that students in grades 2 through 11 took last spring. The report is divided into two parts. The first part shows how well each student performed on the California Standards Tests for the subject area and grade level tested. The second part shows how well each student scored on the Stanford Achievement Test, Ninth Edition (Stanford 9) compared with scores of children across the country. A brief explanation of the STAR Performance Report follows.

Student Information

General information, such as the student's name and age, the date of testing, the school and district in which the test was taken, and the name of the student's teacher, is printed at the top of the Report.

Academic Standards: California Standards Test—Grade 4

This section reports results of the California Standards Tests in English-Language Arts and Mathematics. These results show how well students are meeting state academic content standards for each subject area tested. The overall results for each subject include the scale score and the performance level achieved. The specific results include total questions and the number correct for specific components of the state standards that are addressed on each test.

Scale Score: A numerical score that shows whether one score is above or below another and how close the scores are to each other.

Performance Level: One of five performance levels a student can achieve that reflects how well he/she is achieving on California's academic content standards as measured by this test.

Total Questions/Number Correct: The total number of questions asked and number answered correctly for specific components of the standards addressed.

Writing Applications (for grade 4): A separate score that students receive for the written essay that is required in grade 4. This score is combined with scores for multiple-choice questions for writing to become part of the overall score for English-language arts.

National Comparison: Stanford 9, Form T

Subtests and Totals: Student scores are listed for each subject area tested with the Stanford 9, Form T. In addition to the total scores, students also receive scores for each subtest within each subject area tested. The total reading test, for example, is divided into subtests for vocabulary and reading comprehension. Thus scores are reported for total reading, vocabulary, and reading comprehension. The columns next to the listing of tests and subtests give the total questions, the number correct, and the student's percentile rank.

Total Questions: The number of questions on each test.

Number Correct: The number of questions the student answered correctly.

Student's Percentile Rank: This score compares the student's results with scores for a national sample of students tested in the same grade at the same time of the school year. The percentile ranks range from 1 to 99. A student percentile rank of 50 means that the student scored as well as or better than 50 percent of the students in the national sample. The percentile rank is not the percentage of correct answers. The average score is 50, and an average grade-level range is 40 to 60.

No single number can exactly represent a student's level of achievement. If a student were to take a different form of the test within a short period of time, that score could vary from the first score.

National percentiles for students tested more than one year below their grade level or with Braille have not been established by the test publisher.

If your child's report includes an "NS" next to the percentile rank, this means that your child may have been given extra time to complete the test, had questions read to him or her, or used a calculator on the math tests. If you see an "NS," you should interpret the math score cautiously because your child was tested under different conditions than most children.

California Reading List: The California Reading List Number printed near the bottom left of the front of this report directs students, parents/guardians, and teachers to a list of state-recommended books that are at a student's reading level. The Reading List Number is tied to the student's Stanford 9 reading comprehension score. The reading list is available at http://star.cde.ca.gov on the Internet.

Backer Text: The back of the report provides an overview of what California children are expected to know and be able to do in English-language arts, mathematics, history-social science, and science at specific grades.

Sample Front Page 1 of Performance Report – Grade 4

Standardized Testing and Reporing (STAR) Performance Report

This is a report to explain your child's academic performance on a state test he or she took this past spring. It is divided into two parts.

The first part, which begins below, tells you how your child performed in meeting California's academic standards. These standards make clear what all students are required to learn at each grade level. An explanation of these requirements begins on the back of this page.

The second part, which is on the next page, tells you how your child's test results compare to those of other students across the United States.

The two sections combined should help you understand how your child is doing in school. You can get additional information about these test results from your child's teacher. Information about the tests and standards is available on the Internet at www.cde.ca.gov/statetests/star.

Report for

Rob A Lucas

Student No. 000
DOB: 02/19/92 Grade: 4 Test Date: 05/02
Teacher: Noriega (0000123456)
School: Johnson Elementary (0000005)
District: Langeberg Unified (3456789)

Parents of:

Rob A Lucas
123 Main Street
Los Angeles, California 90210

STAR Standardized Testing And Reporting Program

Academic Standards: California Standards Test – Grade 4

This report indicates your child's performance on test questions that reflect California's standards of what a student should know and be able to do at each grade level. There are separate standards for English-language arts, mathematics, history-social science, and science. In grades 2-8, students are tested in English-language arts and mathematics only.

The *overall results* show your child's overall score for each subject and whether he or she is exceeding, meeting or falling below the standards. The *specific results* show how your child performed on specific components of the standards.

English-Language Arts

Overall Results

Score	Far Below Basic	Below Basic	Basic	State Targets for All Students: Proficient	State Targets for All Students: Advanced
379				◆	

Your child's performance level is based on his or her overall score.
In English-language arts, scores are:

- Far Below Basic: a score below 268
- Below Basic: 269-299
- Basic: 300-349
- Proficient: 350-392
- Advanced: 393 or higher

Specific Results

English-Language Arts Components	Total Questions	Number Correct
Reading	50	30
Word Analysis and Vocabulary	21	16
Reading Comprehension	18	13
Literary Response and Analysis	11	11
Writing	48	39
Writing Strategies	22	19
Written and Oral Language Conventions	18	15
Writing Applications*	8	5

Writing Applications *

Students tested with the fourth- and seventh-grade California English-Language Arts Standards Tests take both a writing test and a multiple-choice test. For the writing test, students demonstrate their ability to write by producing an essay on a specific topic.

The type of writing tested at each grade may change from year to year. Fourth graders might be asked to write a narrative, to write a summary of information they are given, or to read a short story and write a response for it. Seventh graders might be asked to write a fictional or autobiographical narrative, a summary of information, a response to literature, or a persuasive essay. Seventh graders are expected to include more details in their writing and to use more complex sentences and vocabulary than fourth graders.

The writing test is based on California's academic writing application standards. Each student's essay is scored by at least two readers before being assigned points based on objective criteria. The writing score of 2-8 points then becomes part of the student's overall score in English-language arts.

Sometimes a writing test cannot be scored. In those cases, a code appears in place of the writing score. The codes are **C** - the student copied the task instead of completing it, **I** - the student's writing was illegible, **L** - the student wrote in a language other than English, **T** - the student wrote an essay on something other than the assigned topic, **B** - the student submitted a blank paper, **R** - the student refused to write, **W** - the student wrote on a prompt from an earlier administration. Codes of C, I, L, and T were assigned scores of "0" so that an overall English-language arts score could be reported. Codes of B, R and W mean that the student received no overall English-language arts score.

Students in other grades who are tested at the fourth or seventh grade level also take the writing test.

STAR Standardized Testing And Reporting Program

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Sample Front Page 2 of Performance Report – Grade 4

California Standards Test – Grade 4, continued

Report for **Rob A Lucas**

Mathematics

Overall Results

Score	Far Below Basic	Below Basic	Basic	State Targets for All Students: Proficient	State Targets for All Students: Advanced
355				◆	

Your child's performance level is based on his or her overall score.
In mathematics, scores are:

- Far Below Basic: a score below 244
- Below Basic: 245-299
- Basic: 300-349
- Proficient: 350-400
- Advanced: 401 or higher

Specific Results

Mathematics Components	Total Questions	Number Correct
Number Sense		
Decimals, fractions, and negative numbers	16	12
Operations and factoring	15	12
Algebra and Functions	18	13
Measurement and Geometry	12	9
Statistics, Data Analysis, and Probability	4	3

National Comparison: Stanford Achievement Test Series, Ninth Edition - grade 4 test

This part of the report compares your child's performance with that of children across the country. Your child's score is reported as a percentile. The higher the score, the better your child's ranking on the test. For example, a student who scores in the 40th percentile performed as well as 40 percent of all students nationally - but not as well as 60 percent. A student who scores in the 90th percentile performed as well as 90 percent of all students. The table below displays your child's score for each area tested, including the number of questions on the test, the number your child answered correctly, and his or her national percentile rank.

Subtests and Totals	Total Questions	Number Correct	Non-Standard	Student's Percentile Rank
Reading	84	65		64
Vocabulary	30	23		49
Reading Comprehension	54	42		68
Total Mathematics	78	68		90
Problem Solving	48	42		91
Procedures	30	26		82
Language	48	40		82
Language Mechanics	24	20		81
Language Expression	24	20		79
Spelling	30	14		22

Below Average: 1 10 | Average: 30 50 70 | Above Average: 90 99

California Reading List Number	
Your child's reading list number is	**7**

You can use this number to get a list of state-recommended books that are at your child's reading level based on his or her Stanford 9 Reading Comprehension Score. For a copy of the reading list, visit the STAR web site (http://star.cde.ca.gov).

1995 NORMS: Spring, National

Sample Back Page 1 of Performance Report – Grade 4

California's Academic Standards

California's academic standards, adopted in 1997, describe what all students must know before they graduate and in each grade along the way. These standards were adopted by the state board of education after listening to parents and taxpayers. The California standards have been praised widely for being clear, rigorous and reasonable. Students who meet these expectations will be well prepared for higher education or the workplace.

The more you know about the standards, the better you will understand your child's scores – and the more you can help him or her learn. An overview of the standards follows. For a free copy of the complete standards, call the department of education, (800) 995-4099, or visit www.cde.ca.gov/standards.

English-Language Arts

By the time they graduate, California students must read and write well; speak persuasively and listen carefully; and understand the mechanics of language, such as grammar, spelling and punctuation. To get there, students need to build their understanding and skills year by year.

For example, students of all ages should read on their own (in addition to their regular school reading), increasing the amount they read each year.

- By grade four, students should read one-half million words a year on their own. That is at least one grade-appropriate, 50- to 70-page book (or an equal amount of newspaper, magazine or other reading) every week.
- By grade eight, students should read one million words a year on their own. That is at least one grade-appropriate, 80- to 100-page book (or an equal amount of newspaper, magazine or other reading) every week.
- By grade 12, students should read two million words a year on their own. That is at least two grade-appropriate, 80- to 100-page books (or an equal amount of newspaper, magazine or other reading) every week.

For lists of books and other materials children should read at each grade level, parents, teachers and students can access the California Reading List at http://star.cde.ca.gov. This is not an exhaustive list. Rather, it shows the quality and complexity of material students should read, including both fiction and nonfiction books, plays and poetry.

What follows are examples of what students are expected to learn and accomplish at various grade levels.

In Kindergarten, students learn about letters, words, and sounds and apply this knowledge to begin reading simple sentences. They build comprehension skills by identifying the basic facts of stories. They begin writing short sentences and begin speaking in coherent sentences. They can retell familiar stories and predict what will happen in stories.

In First Grade, students increase their understanding of the sounds that letters represent; read a variety of "sight" words, such as have, said and come; and read aloud and silently with increasing fluency. They ask and answer *who, what, when, where, why* and *how* questions. They talk and write about books and discuss and write about their experiences.

In Fourth Grade, students have become readers. They read and understand a variety of materials (children's literature, magazines and other materials) appropriate to their grade. They write clear paragraphs for a range of audiences, and they spell correctly. They follow multistep directions, such as how to use computer commands, and write detailed compositions.

In Eighth Grade, students read with understanding both literature and informational materials. They analyze a work of literature and show how it reflects the author's background and beliefs. They analyze plot and character and identify recurring themes, such as bravery or loyalty, across books. They more effectively organize and research their writing. They write various types of 500- to 700-word essays, such as biographies, research reports and persuasive essays. They give a range of oral presentations, including research reports and persuasive arguments, matching their tone to the audience.

In Eleventh and Twelfth Grades, students read, analyze and contrast a range of American and other literature and relate the works to the eras in which they were produced. They understand and debate an author's arguments and critique the power, validity and truthfulness of written arguments. They write 1,500-word essays, including fictional stories, analyses of literature and resumes. They deliver persuasive speeches and oral reports and critique those of others. They understand the strategies others use when they communicate, recognizing, for example, the media's impact on how decisions are made in a democracy.

Mathematics

By the time students' graduate, they should understand mathematical concepts, be able to apply computational and procedural skills, and solve problems using mathematical logic and reasoning. The standards call for the skills and concepts of mathematics to be presented from kindergarten through high school, and by 2004 all students will need to complete a year of algebra to graduate from high school. Students are expected to develop a solid understanding of:

- **Number sense:** This includes numbers and operations, and the ability to apply useful strategies to solve problems using addition, subtraction, multiplication and division, without the use of calculators.
- **Algebra and functions:** This includes using symbols to understand patterns, solving problems involving functional relationships, and making generalizations.
- **Measurement and geometry:** This includes knowing and using the units of measurement to compute, for example, the area and perimeter of an object. Students also use geometric shapes to show relationships and solve problems.
- **Statistics, data analysis and probability:** This includes organizing and comparing data to make informed conclusions, conducting probability experiments and making predictions.
- **Mathematical reasoning:** This includes learning how to analyze problems, applying skills or strategies for finding solutions, and making generalizations.

What follows are examples of what students are expected to learn and accomplish at various grade levels:

In Kindergarten, students count, compare and classify objects by attribute; identify and extend patterns by shape, size or color; explore the concept of time using tools such as a clock or calendar; compare length, weight, and capacity of objects; and describe geometric shapes such as circle, triangle, square, rectangle, cube, sphere and cone.

In First Grade, students count, read, and write whole numbers to 100; solve addition and subtraction problems with one and two-digit numbers; make reasonable estimates of objects or numbers; tell time to the nearest half hour; and use and interpret simple

Sample Back Page 2 of Performance Report – Grade 4

graphs and charts.

In Fourth Grade, students read and write numbers in the millions; understand place value of whole numbers and decimals; solve problems using addition, subtraction, multiplication and division; and measure perimeter and area. They also collect, show and analyze data to answer questions.

In Seventh Grade, students manipulate numbers and equations and understand the principles involved. They use basic theories of geometry, such as the Pythagorean theorem, to compute the length of an unknown side. They find the volume and surface area of three-dimensional objects, such as spheres and cones. Students also know and use fractions, decimals and percents, and how to convert from one to another.

In Eighth through Twelfth Grades, students increase their understanding of algebra and geometry and may take more advanced mathematics including trigonometry, mathematical analysis, probability and statistics, and calculus. Students learn to distinguish between inductive and deductive reasoning; construct formal, logical arguments; test general assertions; and identify logical errors in chains of reasoning.

History-Social Science

The standards for history-social science combine intellectual skills and subject content standards. The intellectual skills outline how students' reasoning and research skills should develop throughout grades K-12. For example, students in grades K-5 should be able to put key events in a chronological sequence; students in grades 6-8 should be able to explain how major events are related to one another in time; and students in grades 9-12 should be able to compare the present with the past and evaluate the effects of past events.

The subject content standards outline the areas of study for each grade. Students begin with understanding their immediate surroundings (their classrooms and neighborhoods), and their study grows to include California, the United States and the world. What follows are examples of what students are expected to learn and accomplish at various grade levels.

In Kindergarten through Third Grade, students are introduced to relationships, including how one event is connected to another and how geography affects events. They learn about historical figures, individual responsibility and the rules that govern society, the varied backgrounds of American citizens and the basics of economics and local and national governments.

In Fourth Grade, students learn the history, geography and government of California, including the Native American, Spanish-Mexican, Gold Rush and modern periods.

In Fifth through Eighth Grades, students study U.S. history and geography up to the end of the 1800s and world history and geography from ancient civilizations through the 1700s.

In Tenth and Eleventh Grades, students study the development of the modern world, focusing on the United States in the 20th century, and world history from the late 18th century to the present. This includes the causes and effects of the two world wars.

In Twelfth Grade, students pursue a deeper understanding of American government, including the relationships among local, state, federal and other governments. They also study economic concepts, operations and systems.

Science

Students are expected to graduate from high school with a broad body of scientific knowledge and a solid understanding of the scientific methods.

Students in first through fifth grades study physical science, life science, and earth science, applying investigation and experimentation skills. In grades six through eight, students focus on one discipline (earth science in sixth grade, life science in seventh grade, physical science in eighth grade) and continue to build their skills in scientific investigation. In grades nine through twelve, students take more advanced science courses, including physics, biology/life science, earth science, chemistry and integrated science. What follows are examples of what students are expected to learn and accomplish at various grade levels.

In Kindergarten, students identify major structures of common plants and animals (for example, stems, leaves, arms, wings) as well as characteristics of mountains, rivers, oceans and deserts. They perform investigations such as sorting objects by one physical attribute.

In First Grade, students infer what animals eat from the shapes of their teeth and learn how to use simple tools, such as thermometers and weather vanes, to measure the weather conditions. They make new observations when two descriptions of the same object don't agree.

In Fourth Grade, students design and build simple circuits by using wires, batteries and bulbs. They learn that many plants depend on animals for pollination and seed dispersal and that animals depend on plants for food and shelter. They make and explain predictions based on cause and effect relationships.

In Seventh Grade, students learn that all living organisms are composed of cells, which have genetic instructions that specify their traits. They compare joints such as the wrist's hinge joint and the shoulder's ball and socket joint to structures used in machines. They communicate the logical connections among hypotheses, science concepts, tests conducted, data collected and conclusions drawn.

In High School, students learn more advanced sciences, such as earth science, biology/life science, physics and chemistry. Their investigation and experimentation skills are expected to expand so that by the time they graduate, they can select appropriate tools and technology to perform tests; collect and analyze data; solve scientific problems using advanced math, such as simple trigonometric and logarithmic functions; and investigate science-based societal issues, such as animal cloning or land and water use decisions, by researching literature, analyzing data and communicating findings.

Explanation for Abbreviations When No Score is Reported

DNA	Did not answer. The student did not attempt some or all of the test.
Test Not Taken	The student did not take a standards based course and therefore did not take a standards-based test.
NA[1]	The student's score was zero.
NS	The student was tested with nonstandard accommodations or with a Stanford 9 test that was two or more grade levels different from the grade in which he or she was enrolled.

Grades 6–8
Sample School/Home Newsletter Insert

This spring, students at _____ school once again participated in California's Standardized Testing and Reporting (STAR) Program. All students in grades 6 through 8 took the STAR tests in reading, writing, spelling, and mathematics.

This is the fifth year for the STAR Program. This important program includes three testing components:

- The California Standards Tests
- The Stanford Achievement Test, Ninth Edition, Form T (Stanford 9)
- Spanish Assessment of Basic Education, Second Edition (SABE/2)

All students took the California Standards Tests and the Stanford 9 in English. In addition, the SABE/2 was given to Spanish-speaking English learners who had been enrolled in California public schools less than 12 months.

Questions on the California Standards Tests for grades 6 through 8 match state-adopted academic content standards for reading, writing, and mathematics. The purpose of these tests is to provide results that can be used to see if students are learning what is to be taught in California classrooms. The purpose of the Stanford 9 is to provide student results that can be compared to those of students in other states and across the nation.

In addition to the tests given to all students in spring 2002, seventh graders prepared an essay in response to a writing task. The written essays received separate Writing Application scores. These scores also were combined with multiple-choice questions for writing to calculate students' performance levels for English-language arts.

In grades 6 through 8, questions for the California Standards Tests in reading and writing were tied to what students should know and be able to do at specific grade levels. That was also true for the mathematics questions on the Standards Tests in grades 6 and 7. In grade 8, however, mathematics questions on the Standards Tests were tied to the specific math course in which a student was enrolled. For example, an eighth grader in algebra I took the Algebra I Standards Test. Eighth and ninth graders who were not taking algebra I or who were in the first year of a two-year algebra I course were given the General Mathematics Standards Test.

STAR Performance Reports with each student's test results will be mailed home within 20 days after they arrive in the district. Reports of results for the California Standards Tests and the Stanford 9 are separate from the report of results for the SABE/2. For the third year, STAR Performance Reports also include the California Reading List Number that is tied to each student's Reading Comprehension score on the Stanford 9. The

purpose of this part of the report is to help parents/guardians obtain a list of books appropriate for their student's grade and reading level. The California Reading List can be found at http://star.cde.ca.gov on the Internet.

School, district, county, or state results are not included with the student reports sent home. These scores will be available on the Internet at http://star.cde.ca.gov on August 15, 2002. Only school, district, county, and state results will be available on the Internet. Individual student results are confidential and will be shared only with each student's parents/guardians and teachers.

The school staff has planned several activities to help parents/guardians understand the reports. A parent/guardian information night is scheduled for _____ at _____p.m. A brief explanation of the test results will be mailed with the student reports. Parents/guardians also may call the school's (district's) test information hotline at _____.

Grades 6–8
Sample Principal's Letter before Reports Are Distributed

Your student, along with other public school students throughout California, participated in California's Standardized Testing and Reporting (STAR) Program. All students in grades 6 through 8 took the STAR tests in reading, writing, spelling, and mathematics.

This is the fifth year for the STAR Program. This important program includes three testing components:

- The California Standards Tests
- The Stanford Achievement Test, Ninth Edition, Form T (Stanford 9)
- Spanish Assessment of Basic Education, Second Edition (SABE/2)

All students took the California Standards Tests and the Stanford 9 in English. In addition, the SABE/2 was given to Spanish-speaking English learners who had been enrolled in California public schools less than 12 months.

Questions on the California Standards Tests for grades 6 through 8 match state-adopted academic content standards for reading, writing, and mathematics. The purpose of these tests is to provide results that can be used to see if students are learning what is to be taught in California classrooms. The purpose of the Stanford 9 is to provide student results that can be compared to those of students in other states and across the nation.

In addition to the tests given to all students in spring 2002, seventh graders prepared an essay in response to a writing task. The written essays received separate Writing Applications scores. These scores also were combined with multiple-choice questions for writing to calculate students' performance levels for English-language arts.

In grades 6 through 8, questions for the California Standards Tests in reading and writing were tied to what students should know and be able to do at specific grade levels. That was also true for the mathematics questions on the Standards Tests in grades 6 and 7. In grade 8, however, mathematics questions on the Standards Tests were tied to the specific math course in which a student was enrolled. For example, an eighth grader in algebra I took the Algebra I Standards Test. Eighth and ninth graders not yet enrolled in algebra I or who were taking the first year of a two-year algebra I course were given the General Mathematics Standards Test. This test is based on the mathematics academic content standards for grades 6 and 7.

A report of your student's results on the STAR tests will be sent to your home within 20 days after it arrives in the district. If your student took the SABE/2, results for that test will be on a separate report. For the third year, STAR Performance Reports also include the California Reading List Number that is tied to your student's Reading Comprehen-

sion score on the Stanford 9. The purpose of this part of the report is to help you obtain a list of books appropriate for your student's grade and reading level. The California Reading List can be found at http://star.cde.ca.gov on the Internet.

The STAR test results may require some explanation; therefore, our school staff has planned several activities to help interpret the reports. First, a parent/guardian information night at _____ school is scheduled for _____ at _____p.m. At this time, we will review the student reports and go over what the results mean. We also have prepared a brief explanation of the results that you will receive with your student's report. If you have further questions after reading the report, you can call the school's (district's) test information hotline at _____. Additional information about student scores will be made available when school starts in the fall.

The 2002 STAR Performance Report you will receive emphasizes your child's performance on the California Standards Test. The back of the report provides an overview of California's academic content standards for English-language arts, mathematics, science, and history-social science. The information provided describes what all California students are expected to know in these content areas at specific grade levels.

School, district, county, or state results are not included with the student reports sent to your home. These scores will be available on the Internet at http://star.cde.ca.gov on August 15, 2002. Only school, district, county, and state results will be available on the Internet. Individual student results are confidential and will be shared only with each student's parents/guardians and teachers.

The entire staff at _____ school invites you to attend any of the activities scheduled to help you better understand the STAR 2002 results. We look forward to your participation as we begin using these test results to help improve achievement for all students.

Grades 6–8

Sample Principal's Letter and Explanation for STAR Performance Report (California Standards Tests with Stanford 9)

This letter and explanatory material also can be adapted for reporting the STAR results of students who were administered the STAR tests with accommodations.

Dear Parents or Guardians:

Enclosed is a report and an explanation of your student's test results for California's Standardized Testing and Reporting (STAR) Program, given in spring 2002. This is the fifth year for the STAR Program. This important program includes two testing components that are given in English: the California Standards Tests and the Stanford Achievement Test, Ninth Edition, Form T (Stanford 9). All students in grades 6 through 8 took the STAR tests in reading, writing, spelling, and mathematics. For the second time, students in grade 7 also wrote an essay.

The STAR 2002 results may require more explanation than is on this report; therefore, our school staff has scheduled a parent/guardian information night on _____ at _____, beginning at _____p.m. Attached are answers to questions parents/guardians often ask about the STAR tests. For further information about the report, you may call the school's (district's) test information hotline at _____.

The entire staff at _____ school welcomes your questions and comments about your student's education. We look forward to sharing a more complete picture of your student's academic achievement when school opens in the fall.

Sincerely,
Principal

About Your Student's STAR Performance Report—Grade 7

The Standardized Testing and Reporting (STAR) Performance Report explains results of the state's academic achievement tests that students in grades 2 through 11 took last spring. The report is divided into two parts. The first part shows how well each student performed on the California Standards Tests for the subject area and grade level tested. The second part shows how well each student scored on the Stanford Achievement Test, Ninth Edition (Stanford 9) compared with scores of children across the country. A brief explanation of the STAR Performance Report follows.

Student Information

General information, such as the student's name and age, the date of testing, the school and district in which the test was taken, and the name of the student's teacher, is printed at the top of the Report.

Academic Standards: California Standards Test—Grade 7

This section reports results of the California Standards Tests in English-Language Arts and Mathematics. These results show how well students are meeting state academic content standards for each subject area tested. The overall results for each subject include the scale score and the performance level achieved. The specific results include total questions and the number correct for specific components of the state standards that are addressed on each test.

Scale Score: A numerical score that shows whether one score is above or below another and how close the scores are to each other.

Performance Level: One of five performance levels a student can achieve that reflects how well he/she is achieving on California's academic content standards as measured by this test.

Total Questions/Number Correct: The total number of questions asked and number answered correctly for specific components of the standards addressed.

Writing Applications (for grade 7): A separate score that students receive for the written essay that is required in grade 7. This score is combined with scores for multiple-choice questions for writing to become part of the overall score for English-language arts.

National Comparison: Stanford 9, Form T

Subtests and Totals: Student scores are listed for each subject area tested with the Stanford 9, Form T. In addition to the total scores, students also receive scores for each subtest within each subject area tested. The total reading test, for example, is divided into subtests for vocabulary and reading comprehension. Thus scores are reported for total reading, vocabulary, and reading comprehension. The columns next to the listing of tests and subtests give the total questions, the number correct, and the student's percentile rank.

Total Questions: The number of questions on each test.

Number Correct: The number of questions the student answered correctly.

Student's Percentile Rank: This score compares the student's results with scores for a national sample of students tested in the same grade at the same time of the school year. The percentile ranks range from 1 to 99. A student percentile rank of 50 means that the student scored as well as or better than 50 percent of the students in the national sample. The percentile rank is not the percentage of correct answers. The average score is 50, and an average grade-level range is 40 to 60.

No single number can exactly represent a student's level of achievement. If a student were to take a different form of the test within a short period of time, that score could vary from the first score.

National percentiles for students tested more than one year below their grade level or with Braille have not been established by the test publisher.

If your child's report includes an "NS" next to the percentile rank, this means that your child may have been given extra time to complete the test, had questions read to him or her, or used a calculator on the math tests. If you see an "NS," you should interpret the math score cautiously because your child was tested under different conditions than most children.

California Reading List: The California Reading List Number printed near the bottom left of the front of this report directs students, parents/guardians, and teachers to a list of state-recommended books that are at a student's reading level. The Reading List Number is tied to the student's Stanford 9 reading comprehension score. The reading list is available at http://star.cde.ca.gov on the Internet.

Backer Text: The back of the report provides an overview of what California children are expected to know and be able to do in English-language arts, mathematics, history-social science, and science at specific grades.

Sample Front Page 1 of Performance Report – Grade 7

Standardized Testing and Reporing (STAR) Performance Report

This is a report to explain your child's academic performance on a state test he or she took this past spring. It is divided into two parts.

The first part, which begins below, tells you how your child performed in meeting California's academic standards. These standards make clear what all students are required to learn at each grade level. An explanation of these requirements begins on the back of this page.

The second part, which is on the next page, tells you how your child's test results compare to those of other students across the United States.

The two sections combined should help you understand how your child is doing in school. You can get additional information about these test results from your child's teacher. Information about the tests and standards is available on the Internet at www.cde.ca.gov/statetests/star.

Report for

ELIZABETH A HARRISON

Student No. 000
DOB: 03/15/90 Grade: 7 Test Date: 05/02
Teacher: WILLIAMS (0000125311)
School: JOHNSON MIDDLE SCH (0009544)
District: LANGEBERG UNIFIED (3456789)

Parents of:

Elizabeth A Harrison
2446 King Dr.
Los Angeles, California 90210

Academic Standards: California Standards Test – Grade 7

This report indicates your child's performance on test questions that reflect California's standards of what a student should know and be able to do at each grade level. There are separate standards for English-language arts, mathematics, history-social science, and science. In grades 2-8, students are tested in English-language arts and mathematics only.

The *overall results* show your child's overall score for each subject and whether he or she is exceeding, meeting or falling below the standards. The *specific results* show how your child performed on specific components of the standards.

English-Language Arts

Overall Results

Score	Far Below Basic	Below Basic	Basic	State Targets for All Students: Proficient	State Targets for All Students: Advanced
379				◆	

Your child's performance level is based on his or her overall score. In English-language arts, scores are:

- Far Below Basic: a score below 262
- Below Basic: 263-299
- Basic: 300-349
- Proficient: 350-396
- Advanced: 397 or higher

Specific Results

English-Language Arts Components	Total Questions	Number Correct
Reading	50	36
Word Analysis and Vocabulary	13	11
Reading Comprehension	22	13
Literary Response and Analysis	15	12
Writing	48	38
Writing Strategies	21	18
Written and Oral Language Conventions	19	15
Writing Applications*	8	5

Writing Applications *

Students tested with the fourth- and seventh-grade California English-Language Arts Standards Tests take both a writing test and a multiple-choice test. For the writing test, students demonstrate their ability to write by producing an essay on a specific topic.

The type of writing tested at each grade may change from year to year. Fourth graders might be asked to write a narrative, to write a summary of information they are given, or to read a short story and write a response for it. Seventh graders might be asked to write a fictional or autobiographical narrative, a summary of information, a response to literature, or a persuasive essay. Seventh graders are expected to include more details in their writing and to use more complex sentences and vocabulary than fourth graders.

The writing test is based on California's academic writing application standards. Each student's essay is scored by at least two readers before being assigned points based on objective criteria. The writing score of 2-8 points then becomes part of the student's overall score in English-language arts.

Sometimes a writing test cannot be scored. In those cases, a code appears in place of the writing score. The codes are **C** - the student copied the task instead of completing it, **I** - the student's writing was illegible, **L** - the student wrote in a language other than English, **T** - the student wrote an essay on something other than the assigned topic, **B** - the student submitted a blank paper, **R** - the student refused to write, **W** - the student wrote on a prompt from an earlier administration. Codes of C, I, L, and T were assigned scores of "0" so that an overall English-language arts score could be reported. Codes of B, R and W mean that the student received no overall English-language arts score.

Students in other grades who are tested at the fourth or seventh grade level also take the writing test.

Sample Front Page 2 of Performance Report – Grade 7

California Standards Test – Grade 7, continued

Report for **ELIZABETH A HARRISON**

Mathematics

Overall Results

Score	Far Below Basic	Below Basic	Basic	State Targets for All Students: Proficient	State Targets for All Students: Advanced
378				◆	

Your child's performance level is based on his or her overall score. In mathematics, scores are:

- Far Below Basic: a score below 256
- Below Basic: 257-299
- Basic: 300-349
- Proficient: 350-413
- Advanced: 414 or higher

Specific Results

Mathematics Components	Total Questions	Number Correct
Number Sense		
Rational numbers	15	12
Exponents, powers, and roots	7	4
Algebra and Functions		
Quantitative relationships and evaluations expressions	10	8
Multistep problems, graphing, and functions	15	10
Measurement and Geometry	13	10
Statistics, Data Analysis, and Probability	5	4

National Comparison: Stanford Achievement Test Series, Ninth Edition - grade 7 test

This part of the report compares your child's performance with that of children across the country. Your child's score is reported as a percentile. The higher the score, the better your child's ranking on the test. For example, a student who scores in the 40th percentile performed as well as 40 percent of all students nationally - but not as well as 60 percent. A student who scores in the 90th percentile performed as well as 90 percent of all students. The table below displays your child's score for each area tested, including the number of questions on the test, the number your child answered correctly, and his or her national percentile rank.

Subtests and Totals	Total Questions	Number Correct	Non-Standard	Student's Percentile Rank (Below Average 1 10 / Average 30 50 70 / Above Average 90 99)
Reading	84	65		64
Vocabulary	30	23		49
Reading Comprehension	54	42		68
Total Mathematics	80	68		90
Problem Solving	50	42		91
Procedures	30	26		82
Language	48	40		82
Language Mechanics	24	20		81
Language Expression	24	20		79
Spelling	30	14		22

California Reading List Number	
Your child's reading list number is	**10**

You can use this number to get a list of state-recommended books that are at your child's reading level based on his or her Stanford 9 Reading Comprehension Score. For a copy of the reading list, visit the STAR web site (http://star.cde.ca.gov).

1995 NORMS: Spring, National

Sample Back Page 1 of Performance Report – Grade 7

California's Academic Standards

California's academic standards, adopted in 1997, describe what all students must know before they graduate and in each grade along the way. These standards were adopted by the state board of education after listening to parents and taxpayers. The California standards have been praised widely for being clear, rigorous and reasonable. Students who meet these expectations will be well prepared for higher education or the workplace.

The more you know about the standards, the better you will understand your child's scores – and the more you can help him or her learn. An overview of the standards follows. For a free copy of the complete standards, call the department of education, (800) 995-4099, or visit www.cde.ca.gov/standards.

English-Language Arts

By the time they graduate, California students must read and write well; speak persuasively and listen carefully; and understand the mechanics of language, such as grammar, spelling and punctuation. To get there, students need to build their understanding and skills year by year.

For example, students of all ages should read on their own (in addition to their regular school reading), increasing the amount they read each year.

- By grade four, students should read one-half million words a year on their own. That is at least one grade-appropriate, 50- to 70-page book (or an equal amount of newspaper, magazine or other reading) every week.
- By grade eight, students should read one million words a year on their own. That is at least one grade-appropriate, 80- to 100-page book (or an equal amount of newspaper, magazine or other reading) every week.
- By grade 12, students should read two million words a year on their own. That is at least two grade-appropriate, 80- to 100-page books (or an equal amount of newspaper, magazine or other reading) every week.

For lists of books and other materials children should read at each grade level, parents, teachers and students can access the California Reading List at http://star.cde.ca.gov. This is not an exhaustive list. Rather, it shows the quality and complexity of material students should read, including both fiction and nonfiction books, plays and poetry.

What follows are examples of what students are expected to learn and accomplish at various grade levels.

In Kindergarten, students learn about letters, words, and sounds and apply this knowledge to begin reading simple sentences. They build comprehension skills by identifying the basic facts of stories. They begin writing short sentences and begin speaking in coherent sentences. They can retell familiar stories and predict what will happen in stories.

In First Grade, students increase their understanding of the sounds that letters represent; read a variety of "sight" words, such as have, said and come; and read aloud and silently with increasing fluency. They ask and answer *who, what, when, where, why* and *how* questions. They talk and write about books and discuss and write about their experiences.

In Fourth Grade, students have become readers. They read and understand a variety of materials (children's literature, magazines and other materials) appropriate to their grade. They write clear paragraphs for a range of audiences, and they spell correctly. They follow multistep directions, such as how to use computer commands, and write detailed compositions.

In Eighth Grade, students read with understanding both literature and informational materials. They analyze a work of literature and show how it reflects the author's background and beliefs. They analyze plot and character and identify recurring themes, such as bravery or loyalty, across books. They more effectively organize and research their writing. They write various types of 500- to 700-word essays, such as biographies, research reports and persuasive essays. They give a range of oral presentations, including research reports and persuasive arguments, matching their tone to the audience.

In Eleventh and Twelfth Grades, students read, analyze and contrast a range of American and other literature and relate the works to the eras in which they were produced. They understand and debate an author's arguments and critique the power, validity and truthfulness of written arguments. They write 1,500-word essays, including fictional stories, analyses of literature and resumes. They deliver persuasive speeches and oral reports and critique those of others. They understand the strategies others use when they communicate, recognizing, for example, the media's impact on how decisions are made in a democracy.

Mathematics

By the time students' graduate, they should understand mathematical concepts, be able to apply computational and procedural skills, and solve problems using mathematical logic and reasoning. The standards call for the skills and concepts of mathematics to be presented from kindergarten through high school, and by 2004 all students will need to complete a year of algebra to graduate from high school. Students are expected to develop a solid understanding of:

- **Number sense:** This includes numbers and operations, and the ability to apply useful strategies to solve problems using addition, subtraction, multiplication and division, without the use of calculators.
- **Algebra and functions:** This includes using symbols to understand patterns, solving problems involving functional relationships, and making generalizations.
- **Measurement and geometry:** This includes knowing and using the units of measurement to compute, for example, the area and perimeter of an object. Students also use geometric shapes to show relationships and solve problems.
- **Statistics, data analysis and probability:** This includes organizing and comparing data to make informed conclusions, conducting probability experiments and making predictions.
- **Mathematical reasoning:** This includes learning how to analyze problems, applying skills or strategies for finding solutions, and making generalizations.

What follows are examples of what students are expected to learn and accomplish at various grade levels:

In Kindergarten, students count, compare and classify objects by attribute; identify and extend patterns by shape, size or color; explore the concept of time using tools such as a clock or calendar; compare length, weight, and capacity of objects; and describe geometric shapes such as circle, triangle, square, rectangle, cube, sphere and cone.

In First Grade, students count, read, and write whole numbers to 100; solve addition and subtraction problems with one and two-digit numbers; make reasonable estimates of objects or numbers; tell time to the nearest half hour; and use and interpret simple

Sample Back Page 2 of Performance Report – Grade 7

graphs and charts.

In Fourth Grade, students read and write numbers in the millions; understand place value of whole numbers and decimals; solve problems using addition, subtraction, multiplication and division; and measure perimeter and area. They also collect, show and analyze data to answer questions.

In Seventh Grade, students manipulate numbers and equations and understand the principles involved. They use basic theories of geometry, such as the Pythagorean theorem, to compute the length of an unknown side. They find the volume and surface area of three-dimensional objects, such as spheres and cones. Students also know and use fractions, decimals and percents, and how to convert from one to another.

In Eighth through Twelfth Grades, students increase their understanding of algebra and geometry and may take more advanced mathematics including trigonometry, mathematical analysis, probability and statistics, and calculus. Students learn to distinguish between inductive and deductive reasoning; construct formal, logical arguments; test general assertions; and identify logical errors in chains of reasoning.

History-Social Science

The standards for history-social science combine intellectual skills and subject content standards. The intellectual skills outline how students' reasoning and research skills should develop throughout grades K-12. For example, students in grades K-5 should be able to put key events in a chronological sequence; students in grades 6-8 should be able to explain how major events are related to one another in time; and students in grades 9-12 should be able to compare the present with the past and evaluate the effects of past events.

The subject content standards outline the areas of study for each grade. Students begin with understanding their immediate surroundings (their classrooms and neighborhoods), and their study grows to include California, the United States and the world. What follows are examples of what students are expected to learn and accomplish at various grade levels.

In Kindergarten through Third Grade, students are introduced to relationships, including how one event is connected to another and how geography affects events. They learn about historical figures, individual responsibility and the rules that govern society, the varied backgrounds of American citizens and the basics of economics and local and national governments.

In Fourth Grade, students learn the history, geography and government of California, including the Native American, Spanish-Mexican, Gold Rush and modern periods.

In Fifth through Eighth Grades, students study U.S. history and geography up to the end of the 1800s and world history and geography from ancient civilizations through the 1700s.

In Tenth and Eleventh Grades, students study the development of the modern world, focusing on the United States in the 20th century, and world history from the late 18th century to the present. This includes the causes and effects of the two world wars.

In Twelfth Grade, students pursue a deeper understanding of American government, including the relationships among local, state, federal and other governments. They also study economic concepts, operations and systems.

Science

Students are expected to graduate from high school with a broad body of scientific knowledge and a solid understanding of the scientific methods.

Students in first through fifth grades study physical science, life science, and earth science, applying investigation and experimentation skills. In grades six through eight, students focus on one discipline (earth science in sixth grade, life science in seventh grade, physical science in eighth grade) and continue to build their skills in scientific investigation. In grades nine through twelve, students take more advanced science courses, including physics, biology/life science, earth science, chemistry and integrated science. What follows are examples of what students are expected to learn and accomplish at various grade levels.

In Kindergarten, students identify major structures of common plants and animals (for example, stems, leaves, arms, wings) as well as characteristics of mountains, rivers, oceans and deserts. They perform investigations such as sorting objects by one physical attribute.

In First Grade, students infer what animals eat from the shapes of their teeth and learn how to use simple tools, such as thermometers and weather vanes, to measure the weather conditions. They make new observations when two descriptions of the same object don't agree.

In Fourth Grade, students design and build simple circuits by using wires, batteries and bulbs. They learn that many plants depend on animals for pollination and seed dispersal and that animals depend on plants for food and shelter. They make and explain predictions based on cause and effect relationships.

In Seventh Grade, students learn that all living organisms are composed of cells, which have genetic instructions that specify their traits. They compare joints such as the wrist's hinge joint and the shoulder's ball and socket joint to structures used in machines. They communicate the logical connections among hypotheses, science concepts, tests conducted, data collected and conclusions drawn.

In High School, students learn more advanced sciences, such as earth science, biology/life science, physics and chemistry. Their investigation and experimentation skills are expected to expand so that by the time they graduate, they can select appropriate tools and technology to perform tests; collect and analyze data; solve scientific problems using advanced math, such as simple trigonometric and logarithmic functions; and investigate science-based societal issues, such as animal cloning or land and water use decisions, by researching literature, analyzing data and communicating findings.

Explanation for Abbreviations When No Score is Reported

DNA	Did not answer. The student did not attempt some or all of the test.
Test Not Taken	The student did not take a standards based course and therefore did not take a standards-based test.
NA[1]	The student's score was zero.
NS	The student was tested with nonstandard accommodations or with a Stanford 9 test that was two or more grade levels different from the grade in which he or she was enrolled.

Grades 9–11
Sample School/Home Newsletter Insert

This spring, students at _____ school once again participated in California's Standardized Testing and Reporting (STAR) Program. Students in grades 9 through 11 took STAR tests in reading, writing, mathematics, history-social science, and science.

This is the fifth year for the STAR Program. This important program includes three testing components:

- The California Standards Tests
- The Stanford Achievement Test, Ninth Edition, Form T (Stanford 9)
- Spanish Assessment of Basic Education, Second Edition (SABE/2)

All students took the California Standards Tests and the Stanford 9 in English. In addition, the SABE/2 was given to Spanish-speaking English Learners who had been enrolled in California public schools less than 12 months.

Questions on the California Standards Tests for grades 9 through 11 match state-adopted academic content standards for reading, writing, and mathematics. The purpose of these tests is to provide results that can be used to see if students are learning what is to be taught in California classrooms. The purpose of the Stanford 9 is to provide student results that can be compared to those of students in other states and across the nation.

In grades 9 through 11, questions for the California Standards Tests in reading, writing, and history-social science were tied to what students should know and be able to do at specific grade levels. Ninth graders who were not yet taking algebra I or who were in the first year of a two-year algebra I course were given the General Mathematics Standards Test. This test assesses the academic mathematics content standards for grades 6 and 7 and was designed to test pre-algebra skills. Students who had completed algebra II or 3rd-year integrated math were given the High School Mathematics Standards Test. Students in grades 10 or 11 who were not enrolled in, or had not completed one of the specified math courses were not given a Mathematics Standards Test.

California Science Standards Tests also were tied to the science course in which students were enrolled or had completed during the school year. Science courses for which there were standards tests included: earth science, biology, chemistry, physics, and coordinated/integrated science. Students in grades 9, 10, and 11 who were not enrolled or did not complete one of the specified courses did not take a Science Standards Test.

STAR Performance Reports with each student's test results will be mailed home within 20 days after they arrive in the district. Reports of results for the California Standards

Tests and the Stanford 9 are separate from the report of results for the SABE/2. For the third year, STAR Performance Reports also include the California Reading List Number that is tied to each student's Reading Comprehension score on the Stanford 9. The purpose of this part of the report is to help parents/guardians obtain a list of books appropriate for their student's grade and reading level. The California Reading List can be found at http://star.cde.ca.gov on the Internet.

School, district, county, or state results are not included with the student reports sent home. These scores will be available on the Internet at http://star.cde.ca.gov on August 15, 2002. Only school, district, county, and state results will be available on the Internet. Individual student results are confidential and will be shared only with each student's parents/guardians and teachers.

The school staff has planned several activities to help parents/guardians understand the reports. A parent/guardian information night is scheduled for _____ at _____p.m. A brief explanation of the test results will be mailed with the student reports. Parents/guardians also can call the school's (district's) test information hotline at _____.

Grades 9–11
Sample Principal's Letter before Reports Are Distributed

Your student, along with other public school students throughout California, participated in California's Standardized Testing and Reporting (STAR) Program this spring. Students in grades 9 through 11 took STAR tests in reading, writing, mathematics, history-social science, and science.

This is the fifth year for the STAR Program. This important program includes three testing components:

- The California Standards Tests
- The Stanford Achievement Test, Ninth Edition, Form T (Stanford 9)
- Spanish Assessment of Basic Education, Second Edition (SABE/2)

All students took the California Standards Tests and the Stanford 9 in English. In addition, the SABE/2 was given to Spanish-speaking English Learners who had been enrolled in California public schools less than 12 months.

Questions on the California Standards Tests for grades 9 through 11 match state-adopted academic content standards for reading, writing, and mathematics. The purpose of these tests is to provide results that can be used to see if students are learning what is to be taught in California classrooms. The purpose of the Stanford 9 is to provide student results that can be compared to those of students in other states and across the nation.

In grades 9 through 11, questions for the California Standards Tests in reading, writing, and history-social science were tied to what students should know and be able to do at specific grade levels. With two exceptions, the Mathematics Standards Tests in grades 9 through 11 were tied to the specific math course in which a student was enrolled. Mathematics Standards Tests were offered for algebra I, geometry, algebra II, 1st-year integrated mathematics, 2nd-year integrated mathematics, and 3rd-year integrated mathematics. A High School Mathematics Standards Test was given to students who completed algebra II or 3rd-year integrated mathematics at any time before testing began. Ninth graders not enrolled in one of the specified math courses or who were enrolled in the first year of a two-year algebra I course were given the General Mathematics Standards Test.

California Science Standards Tests were tied to the science course in which students were enrolled or had completed during the school year. Science courses for which there were standards tests included: earth science, biology, chemistry, physics, and coordinated/integrated science. Students in grades 9, 10, and 11 who were not enrolled or did not complete one of the specified courses did not take a Science Standards Test.

A report of your student's results on the STAR tests will be sent to your home within 20 days after it arrives in the district. If your student took the SABE/2, results for that test will be on a separate report. For the second year, STAR Performance Reports also include the California Reading List Number that is tied to your student's Reading Comprehension score on the Stanford 9. The purpose of this part of the report is to help you obtain a list of books appropriate for your student's grade and reading level. The California Reading List can be found at http://star.cde.ca.gov on the Internet.

The STAR test results may require some explanation; therefore, our school staff has planned several activities to help interpret the reports. First, a parent/guardian information night at _____ school is scheduled for _____ at _____p.m. At this time, we will review the student reports and go over what the results mean. We also have prepared a brief explanation of the results that you will receive with your student's report. If you have further questions after reading the report, you can call the school's (district's) test information hotline at _____. Additional information about student scores will be made available when school starts in the fall.

The 2002 STAR Performance Report you will receive emphasizes your child's performance on the California Standards Test. The back of the report provides an overview of California's academic content standards for English-language arts, mathematics, science, and history-social science. The information provided describes what all California students are expected to know in these content areas at specific grade levels.

School, district, county, or state results are not included with the student reports sent to your home. These scores will be available on the Internet at http://star.cde.ca.gov on August 15, 2002. Only school, district, county, and state results will be available on the Internet. Individual student results are confidential and will be shared only with each student's parents/guardians and teachers.

The entire staff at _____ school invites you to attend any of the activities, scheduled to help you better understand the STAR 2002 results. We look forward to your participation as we begin using these test results to help improve achievement for all students.

Grades 9–11

Sample Principal's Letter and Explanation for STAR Performance Report (California Standards Tests with Stanford 9)

This letter and explanatory material also can be adapted for reporting the STAR results of students who were administered the STAR tests in a non-standard manner.

Dear Parents or Guardians:

Enclosed is a report and an explanation of your student's test results for California's Standardized Testing and Reporting (STAR) Program, given in spring 2002. This is the fifth year for the STAR Program. This important program includes two testing components that are given in English: the California Standards Tests and the Stanford Achievement Test, Ninth Edition, Form T (Stanford 9). Students in grades 9 through 11 took STAR tests in reading, writing, mathematics, history-social science, and science.

The STAR 2002 results may require more explanation than is on this report; therefore, our school staff has scheduled a parent/guardian information night on _____ at _____, beginning at _____p.m. Attached are answers to questions parents/guardians often ask about the STAR tests. For further information about the report, you may call the school's (district's) test information hotline at _____.

The entire staff at _____ school welcomes your questions and comments about your student's education. We look forward to sharing a more complete picture of your student's academic achievement when school opens in the fall.

Sincerely,
Principal

About Your Student's STAR Performance Report—Grade 9

The Standardized Testing and Reporting (STAR) Performance Report explains results of the state's academic achievement tests that students in grades 2 through 11 took last spring. The report is divided into two parts. The first part shows how well each student performed on the California Standards Tests for the subject area and grade level tested. The second part shows how well each student scored on the Stanford Achievement Test, Ninth Edition (Stanford 9) compared with scores of children across the country. A brief explanation of the STAR Performance Report follows.

Student Information

General information, such as the student's name and age, the date of testing, the school and district in which the test was taken, and the name of the student's teacher, is printed at the top of the Report.

Academic Standards: California Standards Test—Grade 9

This section reports results of the California Standards Tests in English-Language Arts, Mathematics, History-Social Science, and Science. These results show how well students are meeting state academic content standards for each subject area tested. The Standards Tests in English-Language Arts and History-Social Science are specific to the grade levels tested. The Standards Tests in Mathematics and Science are specific to the standards-based courses in which students are enrolled. The overall results for each subject include the scale score and the performance level achieved. The specific results include total questions and the number correct for specific components of the state standards that are addressed on each test.

Scale Score: A numerical score that shows whether one score is above or below another and how close the scores are to each other.

Performance Level: One of five performance levels a student can achieve that reflects how well he/she is achieving on California's academic content standards as measured by this test.

Total Questions/Number Correct: The total number of questions asked and number answered correctly for specific components of the standards addressed.

National Comparison: Stanford 9, Form T

Subtests and Totals: Student scores are listed for each subject area tested with the Stanford 9, Form T. In addition to the total scores, students also receive scores for each subtest within each subject area tested. The total reading test, for example, is divided into subtests for vocabulary and reading comprehension. Thus scores are reported for total reading, vocabulary, and reading comprehension. The columns next to the listing of tests and subtests give the total questions, the number correct, and the student's percentile rank.

Total Questions: The number of questions on each test.

Number Correct: The number of questions the student answered correctly.

Student's Percentile Rank: This score compares the student's results with scores for a national sample of students tested in the same grade at the same time of the school year. The percentile ranks range from 1 to 99. A student percentile rank of 50 means that the student scored as well as or better than 50 percent of the students in the national sample. The percentile rank is not the percentage of correct answers. The average score is 50, and an average grade-level range is 40 to 60.

No single number can exactly represent a student's level of achievement. If a student were to take a different form of the test within a short period of time, that score could vary from the first score.

National percentiles for students tested more than one year below their grade level or with Braille have not been established by the test publisher.

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California Reading List: The California Reading List Number printed near the bottom left of the front of this report directs students, parents/guardians, and teachers to a list of state-recommended books that are at a student's reading level. The Reading List Number is tied to the student's Stanford 9 reading comprehension score. The reading list is available at http://star.cde.ca.gov on the Internet.

Backer Text: The back of the report provides an overview of what California children are expected to know and be able to do in English-language arts, mathematics, history-social science, and science at specific grades.

Sample Front Page 1 of Performance Report – Grade 9

Standardized Testing and Reporing (STAR) Performance Report

This is a report to explain your child's academic performance on a state test he or she took this past spring. It is divided into two parts.

The first part, which begins below, tells you how your child performed in meeting California's academic standards. These standards make clear what all students are required to learn at each grade level. An explanation of these requirements begins on the back of this page.

The second part, which is on the next page, tells you how your child's test results compare to those of other students across the United States.

The two sections combined should help you understand how your child is doing in school. You can get additional information about these test results from your child's teacher. Information about the tests and standards is available on the Internet at www.cde.ca.gov/statetests/star.

Report for

Bianca H Mata

Student No. 000
DOB: 02/12/88 Grade: 9 Test Date: 05/02
Teacher: Michaelson (0000789012)
School: Johnson Middle Sch (0009544)
District: Langeberg Unified (3456789)

Parents of:

Bianca H Mata
123 Main Street
Los Angeles, California 90210

STAR STATE OF CALIFORNIA Standardized Testing And Reporting Program

Academic Standards: California Standards Test – Grade 9

This report indicates your child's performance on test questions that reflect California's standards of what a student should know and be able to do at each grade level. There are separate standards for English-language arts, mathematics, history-social science, and science. In grades 2-8, students are tested in English-language arts and mathematics only.

The *overall results* show your child's overall score for each subject and whether he or she is exceeding, meeting or falling below the standards. The *specific results* show how your child performed on specific components of the standards.

English-Language Arts

Overall Results

Score	Far Below Basic	Below Basic	Basic	State Targets for All Students: Proficient	State Targets for All Students: Advanced
359				◆	

Your child's performance level is based on his or her overall score.
In English-language arts, scores are:

- Far Below Basic: a score below 264
- Below Basic: 265-299
- Basic: 300-349
- Proficient: 350-396
- Advanced: 397 or higher

Specific Results

English-Language Arts Components	Total Questions	Number Correct
Reading	50	36
Word Analysis and Vocabulary	10	7
Reading Comprehension	21	18
Literary Response and Analysis	19	11
Writing	40	31
Writing Strategies	16	11
Written and Oral Language Conventions	24	20

Mathematics: Geometry

Overall Results

Score	Far Below Basic	Below Basic	Basic	State Targets for All Students: Proficient	State Targets for All Students: Advanced
383				◆	

Your child's performance level is based on his or her overall score.
In Geometry, scores are:

- Far Below Basic: a score below 246
- Below Basic: 247-299
- Basic: 300-349
- Proficient: 350-417
- Advanced: 418 or higher

Specific Results

Geometry Components	Total Questions	Number Correct
Logic and Geometric Proofs	23	18
Volume and Area Formulas	11	7
Angle Relationships, Constructions, and Lines	16	14
Trigonometry	15	12

STAR STATE OF CALIFORNIA Standardized Testing And Reporting Program

Sample Front Page 2 of Performance Report – Grade 9

California Standards Test – Grade 9, continued

Report for **Bianca H Mata**

History-Social Science Cumulative

Overall Results

Score	Far Below Basic	Below Basic	Basic	State Targets for All Students: Proficient	State Targets for All Students: Advanced
503					◆

Your child's performance level is based on his or her overall score. In history-social science cumulative, scores are:

- Far Below Basic: a score below 270
- Below Basic: 271-299
- Basic: 300-349
- Proficient: 350-395
- Advanced: 396 or higher

Specific Results

History-Social Science Components	Total Questions	Number Correct
California: A Changing State; and U.S. History and Geography; Making a New Nation	15	14
World History and Geograhy: Ancient Civilizations	11	11
World History and Geography: Medieval and Early Modern Times	14	13
U.S. History and Geography: Growth and Conflict	20	18

Sciences: Earth Science

Overall Results

Score	Far Below Basic	Below Basic	Basic	State Targets for All Students: Proficient	State Targets for All Students: Advanced
383				◆	

Your child's performance level is based on his or her overall score. In Earth Science, scores are:

- Far Below Basic: a score below 276
- Below Basic: 277-299
- Basic: 300-349
- Proficient: 350-392
- Advanced: 393 or higher

Specific Results

Earth Science Components	Total Questions	Number Correct
Investigation and Experimentation	9	6
Astronomy and Cosmology	16	13
Solid Earth	12	8
The Earth's Energy	23	19

STAR State of California Standardized Testing And Reporting Program

National Comparison: Stanford Achievement Test Series, Ninth Edition - grade 9 test

This part of the report compares your child's performance with that of children across the country. Your child's score is reported as a percentile. The higher the score, the better your child's ranking on the test. For example, a student who scores in the 40th percentile performed as well as 40 percent of all students nationally - but not as well as 60 percent. A student who scores in the 90th percentile performed as well as 90 percent of all students. The table below displays your child's score for each area tested, including the number of questions on the test, the number your child answered correctly, and his or her national percentile rank.

Subtests and Totals	Total Questions	Number Correct	Non-Standard	Student's Percentile Rank (Below Average 1 10 / Average 30 50 70 / Above Average 90 99)
Reading	84	58		49
Vocabulary	30	19		43
Reading Comprehension	54	39		53
Mathematics	48	19		37
Language	48	25		31
Language Mechanics	24	9		17
Language Expression	24	16		48
Science	40	22		64
Social Science	40	17		48

California Reading List Number	
Your child's reading list number is	**12**

You can use this number to get a list of state-recommended books that are at your child's reading level based on his or her Stanford 9 Reading Comprehension Score. For a copy of the reading list, visit the STAR web site (http://star.cde.ca.gov).

1995 NORMS: Spring, National

STANFORD

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Sample Back Page 1 of Performance Report – Grade 9

California's Academic Standards

California's academic standards, adopted in 1997, describe what all students must know before they graduate and in each grade along the way. These standards were adopted by the state board of education after listening to parents and taxpayers. The California standards have been praised widely for being clear, rigorous and reasonable. Students who meet these expectations will be well prepared for higher education or the workplace.

The more you know about the standards, the better you will understand your child's scores – and the more you can help him or her learn. An overview of the standards follows. For a free copy of the complete standards, call the department of education, (800) 995-4099, or visit www.cde.ca.gov/standards.

English-Language Arts

By the time they graduate, California students must read and write well; speak persuasively and listen carefully; and understand the mechanics of language, such as grammar, spelling and punctuation. To get there, students need to build their understanding and skills year by year.

For example, students of all ages should read on their own (in addition to their regular school reading), increasing the amount they read each year.

- By grade four, students should read one-half million words a year on their own. That is at least one grade-appropriate, 50- to 70-page book (or an equal amount of newspaper, magazine or other reading) every week.
- By grade eight, students should read one million words a year on their own. That is at least one grade-appropriate, 80- to 100-page book (or an equal amount of newspaper, magazine or other reading) every week.
- By grade 12, students should read two million words a year on their own. That is at least two grade-appropriate, 80- to 100-page books (or an equal amount of newspaper, magazine or other reading) every week.

For lists of books and other materials children should read at each grade level, parents, teachers and students can access the California Reading List at http://star.cde.ca.gov. This is not an exhaustive list. Rather, it shows the quality and complexity of material students should read, including both fiction and nonfiction books, plays and poetry.

What follows are examples of what students are expected to learn and accomplish at various grade levels.

In Kindergarten, students learn about letters, words, and sounds and apply this knowledge to begin reading simple sentences. They build comprehension skills by identifying the basic facts of stories. They begin writing short sentences and begin speaking in coherent sentences. They can retell familiar stories and predict what will happen in stories.

In First Grade, students increase their understanding of the sounds that letters represent; read a variety of "sight" words, such as have, said and come; and read aloud and silently with increasing fluency. They ask and answer *who, what, when, where, why* and *how* questions. They talk and write about books and discuss and write about their experiences.

In Fourth Grade, students have become readers. They read and understand a variety of materials (children's literature, magazines and other materials) appropriate to their grade. They write clear paragraphs for a range of audiences, and they spell correctly. They follow multistep directions, such as how to use computer commands, and write detailed compositions.

In Eighth Grade, students read with understanding both literature and informational materials. They analyze a work of literature and show how it reflects the author's background and beliefs. They analyze plot and character and identify recurring themes, such as bravery or loyalty, across books. They more effectively organize and research their writing. They write various types of 500- to 700-word essays, such as biographies, research reports and persuasive essays. They give a range of oral presentations, including research reports and persuasive arguments, matching their tone to the audience.

In Eleventh and Twelfth Grades, students read, analyze and contrast a range of American and other literature and relate the works to the eras in which they were produced. They understand and debate an author's arguments and critique the power, validity and truthfulness of written arguments. They write 1,500-word essays, including fictional stories, analyses of literature and resumes. They deliver persuasive speeches and oral reports and critique those of others. They understand the strategies others use when they communicate, recognizing, for example, the media's impact on how decisions are made in a democracy.

Mathematics

By the time students' graduate, they should understand mathematical concepts, be able to apply computational and procedural skills, and solve problems using mathematical logic and reasoning. The standards call for the skills and concepts of mathematics to be presented from kindergarten through high school, and by 2004 all students will need to complete a year of algebra to graduate from high school. Students are expected to develop a solid understanding of:

- **Number sense:** This includes numbers and operations, and the ability to apply useful strategies to solve problems using addition, subtraction, multiplication and division, without the use of calculators.
- **Algebra and functions:** This includes using symbols to understand patterns, solving problems involving functional relationships, and making generalizations.
- **Measurement and geometry:** This includes knowing and using the units of measurement to compute, for example, the area and perimeter of an object. Students also use geometric shapes to show relationships and solve problems.
- **Statistics, data analysis and probability:** This includes organizing and comparing data to make informed conclusions, conducting probability experiments and making predictions.
- **Mathematical reasoning:** This includes learning how to analyze problems, applying skills or strategies for finding solutions, and making generalizations.

What follows are examples of what students are expected to learn and accomplish at various grade levels:

In Kindergarten, students count, compare and classify objects by attribute; identify and extend patterns by shape, size or color; explore the concept of time using tools such as a clock or calendar; compare length, weight, and capacity of objects; and describe geometric shapes such as circle, triangle, square, rectangle, cube, sphere and cone.

In First Grade, students count, read, and write whole numbers to 100; solve addition and subtraction problems with one and two-digit numbers; make reasonable estimates of objects or numbers; tell time to the nearest half hour; and use and interpret simple

Sample Back Page 2 of Performance Report – Grade 9

graphs and charts.

In Fourth Grade, students read and write numbers in the millions; understand place value of whole numbers and decimals; solve problems using addition, subtraction, multiplication and division; and measure perimeter and area. They also collect, show and analyze data to answer questions.

In Seventh Grade, students manipulate numbers and equations and understand the principles involved. They use basic theories of geometry, such as the Pythagorean theorem, to compute the length of an unknown side. They find the volume and surface area of three-dimensional objects, such as spheres and cones. Students also know and use fractions, decimals and percents, and how to convert from one to another.

In Eighth through Twelfth Grades, students increase their understanding of algebra and geometry and may take more advanced mathematics including trigonometry, mathematical analysis, probability and statistics, and calculus. Students learn to distinguish between inductive and deductive reasoning; construct formal, logical arguments; test general assertions; and identify logical errors in chains of reasoning.

History-Social Science

The standards for history-social science combine intellectual skills and subject content standards. The intellectual skills outline how students' reasoning and research skills should develop throughout grades K-12. For example, students in grades K-5 should be able to put key events in a chronological sequence; students in grades 6-8 should be able to explain how major events are related to one another in time; and students in grades 9-12 should be able to compare the present with the past and evaluate the effects of past events.

The subject content standards outline the areas of study for each grade. Students begin with understanding their immediate surroundings (their classrooms and neighborhoods), and their study grows to include California, the United States and the world. What follows are examples of what students are expected to learn and accomplish at various grade levels.

In Kindergarten through Third Grade, students are introduced to relationships, including how one event is connected to another and how geography affects events. They learn about historical figures, individual responsibility and the rules that govern society, the varied backgrounds of American citizens and the basics of economics and local and national governments.

In Fourth Grade, students learn the history, geography and government of California, including the Native American, Spanish-Mexican, Gold Rush and modern periods.

In Fifth through Eighth Grades, students study U.S. history and geography up to the end of the 1800s and world history and geography from ancient civilizations through the 1700s.

In Tenth and Eleventh Grades, students study the development of the modern world, focusing on the United States in the 20th century, and world history from the late 18th century to the present. This includes the causes and effects of the two world wars.

In Twelfth Grade, students pursue a deeper understanding of American government, including the relationships among local, state, federal and other governments. They also study economic concepts, operations and systems.

Science

Students are expected to graduate from high school with a broad body of scientific knowledge and a solid understanding of the scientific methods.

Students in first through fifth grades study physical science, life science, and earth science, applying investigation and experimentation skills. In grades six through eight, students focus on one discipline (earth science in sixth grade, life science in seventh grade, physical science in eighth grade) and continue to build their skills in scientific investigation. In grades nine through twelve, students take more advanced science courses, including physics, biology/life science, earth science, chemistry and integrated science. What follows are examples of what students are expected to learn and accomplish at various grade levels.

In Kindergarten, students identify major structures of common plants and animals (for example, stems, leaves, arms, wings) as well as characteristics of mountains, rivers, oceans and deserts. They perform investigations such as sorting objects by one physical attribute.

In First Grade, students infer what animals eat from the shapes of their teeth and learn how to use simple tools, such as thermometers and weather vanes, to measure the weather conditions. They make new observations when two descriptions of the same object don't agree.

In Fourth Grade, students design and build simple circuits by using wires, batteries and bulbs. They learn that many plants depend on animals for pollination and seed dispersal and that animals depend on plants for food and shelter. They make and explain predictions based on cause and effect relationships.

In Seventh Grade, students learn that all living organisms are composed of cells, which have genetic instructions that specify their traits. They compare joints such as the wrist's hinge joint and the shoulder's ball and socket joint to structures used in machines. They communicate the logical connections among hypotheses, science concepts, tests conducted, data collected and conclusions drawn.

In High School, students learn more advanced sciences, such as earth science, biology/life science, physics and chemistry. Their investigation and experimentation skills are expected to expand so that by the time they graduate, they can select appropriate tools and technology to perform tests; collect and analyze data; solve scientific problems using advanced math, such as simple trigonometric and logarithmic functions; and investigate science-based societal issues, such as animal cloning or land and water use decisions, by researching literature, analyzing data and communicating findings.

Explanation for Abbreviations When No Score is Reported

DNA	Did not answer. The student did not attempt some or all of the test.
Test Not Taken	The student did not take a standards based course and therefore did not take a standards-based test.
NA[1]	The student's score was zero.
NS	The student was tested with nonstandard accommodations or with a Stanford 9 test that was two or more grade levels different from the grade in which he or she was enrolled.

Section IV

Sample Principal's Letter and Explanation for Home Report (SABE/2)

Sample Home Report

Sample Principal's Letter and Explanation for Home Report (SABE/2)

Dear Parents or Guardians:

Enclosed is a report of your student's results for the Spanish Assessment of Basic Education, Second Edition (SABE/2), given in spring 2002. Your student took the SABE/2 test in Spanish as part of California's Standardized Testing and Reporting (STAR) Program. The SABE/2 test for students in grades 2 through 11 covered reading, language, math, and spelling.

As part of the STAR Program, your student also took the California Standards Tests and the Stanford Achievement Test, Ninth Edition, Form T (Stanford 9). The Standards Tests and the Stanford 9 test were given to all students in English. A more detailed description about these tests will be included with your student's results for the STAR Performance Report.

Since your student is learning English, you may see differences between the scores reported on the STAR Performance Report and the SABE/2 Home Report. As your children learn more English, their scores on the Standards Tests and the Stanford 9 should improve.

Test results for the SABE/2 may require more explanation than is on this report; therefore, our school staff has scheduled a special parent/guardian information night on _____at _____, beginning at _____p.m. For further information about the report, you may call the school 's (district's) test information hotline at _____.

The entire staff at _____school welcomes your questions and comments about your student 's education. We look forward to sharing a more complete picture of your student's academic achievement when school opens in the fall.

Sincerely,

Principal

Note: It may be helpful to have a special information meeting for parents/guardians of students who took the SABE/2. This would provide an opportunity for them to ask questions about their student's learning and to receive assistance in their primary language.

About Your SABE/2 Home Report

Student Information

General information such as the student's age, the date of testing, and the school and district in which the test was taken is listed in the upper left corner of the Home Report.

Overall Performance

This section of the report shows the overall performance of your student for total reading, total language, and total math. The total battery score is a combination of the three academic areas tested. The overall performance box includes the following information:

Percentile scores: The bar graphs show percentile scores for your student in the academic areas tested. The percentile score compares the student's results with student scores of native Spanish speakers at the same grade level nationwide. Percentile scores range from 1 to 99. A percentile score of 50 is average. The percentile score is not the percent of correct answers. No single number can exactly represent a student 's level of achievement. If a student were to take a different form of the test within a short period of time, that score could vary from the first score.

Range of performance: The left side of the overall performance box shows if your student's score in each academic area tested fell in the below-average, average, or above-average range of performance.

Subtest Scores

Boxes located on the right side of the report show results for the subtests or categories for the major academic areas tested. Reading is divided into vocabulary and comprehension; Language into mechanics and expression; Math into computation and concepts and applications; and Other Content Areas into spelling and study skills. The number shown by each category listed is a percentile score.

Suggestions for Improving Student Achievement

The boxes on the right also give general suggestions for helping students improve their achievement. Your student's teacher can provide more specific suggestions.

Results for the 2002 SABE/2 test for the STAR Program provide one measure of your student's academic achievement. Parents/guardians are encouraged to contact the school for more complete information about individual student performance.

CTB MACMILLAN/MCGRAW–HILL

508

INFORME PARA LOS PADRES

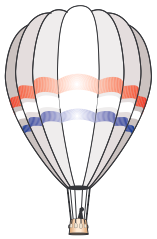
José Ruiz
GRADO: 3.7 MAESTRO/A: ANY TEACHER

CODIGO: 951170301.....

En Abril de 2002 su hijo/hija realizó el examen Spanish Assessment of Basic Education/Version 2 participando en el programa de exámenes de desempeño académico de su escuela. Estas calificaciones reflejan su desempeño en esa fecha.

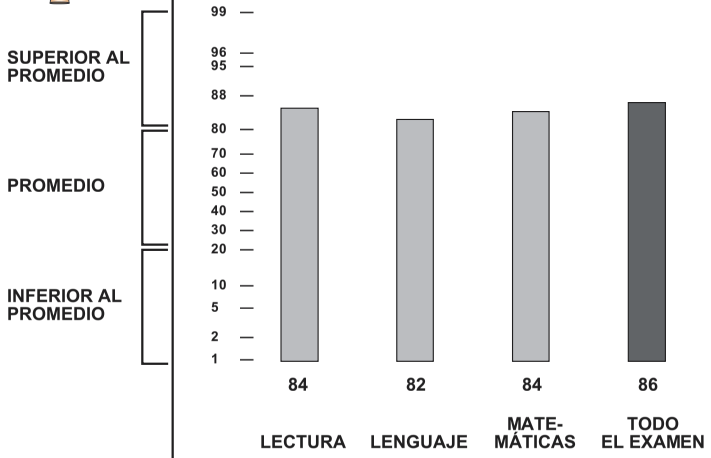
El del centro de la página es un cuadro comparativo que muestra las calificaciones de su hijo/hija en los exámenes de lectura, languaje y matemáticas. Los cuadros de la derecha presentan información más detallada acerca de sus notas en esas y otras áreas de contenido.

FECHA DE NACIMIENTO:	4/1/93
VERSION/NIVEL:	3
NORMAS DE:	CTBS/4
FECHA DEL EXAMEN:	4/8/02
CALIFICACION:	TRADICIONAL
SEMANA ACADEMICA:	31
DISTRITO:	ANY DISTRICT
ESCUELA:	ANY SCHOOL
CIUDAD:	
ESTADO:	



DESEMPEÑO ACADÉMICO

ESTAS NOTAS EN PERCENTILES MUESTRAN EL PORCENTAJE DE ESTUDIANTES EN EL GRUPO MODELO CON UN PUNTAJE INFERIOR AL DE SU HIJO/HIJA



LECTURA

PERCENTILES DE REFERENCIA

VOCABULARIO: 69
COMPRENSIÓN: 87

PUNTOS FUERTES:
- SIGNIFICADO DE PALABRAS COMPUESTAS
- DETALLES DEL TEXTO
- FORMAS ESCRITAS

SE RECOMIENDA MEJORAR EN:
- PALABRAS CON MULTIPLES SIGNIFICADOS
- IDEA PRINCIPAL
- GENERALIZACIONES

LANGUAJE

PERCENTILES DE REFERENCIA

MATEMÁTICAS

PERCENTILES DE REFERENCIA

OTRAS AREAS DE CONTENIDO

PERCENTILES DE REFERENCIA

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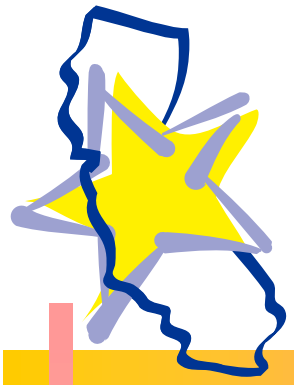
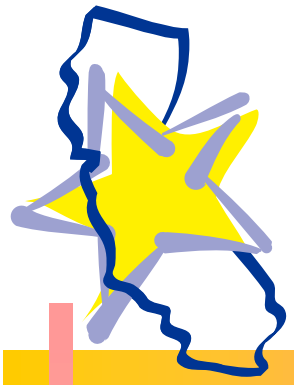
Section V

Presentation Transparency Masters



Standardized Testing and Reporting Program STAR

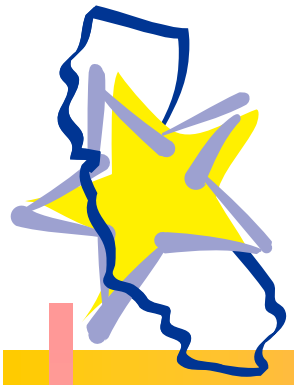
- Established by Senate Bill 376, Alpert (Chapter 828/1997)
- Amended by Senate Bill 366, Alpert (Chapter 735/1999)
- Requires that all students be tested annually:
  - in grades 2–11
  - in English
  - with a nationally-normed achievement test designated by State Board of Education



STAR 2002

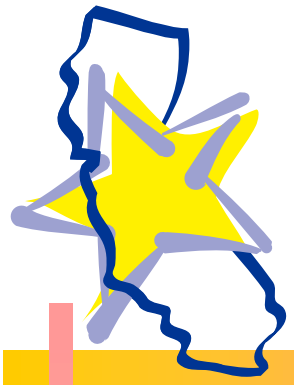
Subjects tested:

- reading, writing, and mathematics in grades 2–11
- spelling in grades 2–8
- history-social science and science in grades 9, 10, and 11



STAR 2002
Primary Language Testing

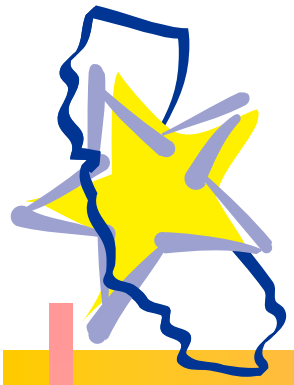
- Required at grades 2–11 for Spanish-speaking English learners who have been enrolled in California public schools less than 12 months
- Is a district option for English learners who have been enrolled 12 months or more
- Must use primary language test designated by State Board
- Must also give designated STAR tests in English to all students in grades 2–11, regardless of language fluency



STAR 2002

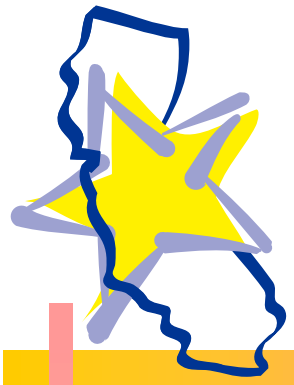
Tests Administered:

- California Standards Tests to all students in grades 2–11
- Stanford Achievement Test, Ninth Edition, Form T (Stanford 9) to all students in grades 2–11
- Spanish Assessment of Basic Education, Second Edition (SABE/2) for identified English learners in grades 2–11



STAR 2002

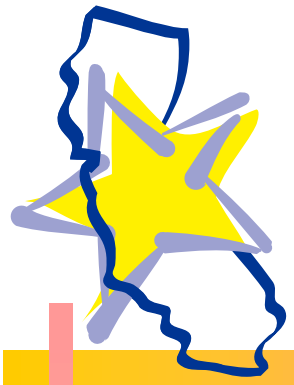
- California Standards Tests covered:
  - English-language arts and mathematics in grades 2–11
  - history-social science and science in grades 9–11
- Test questions aligned to academic content standards adopted by State Board.



STAR 2002

California Standards Tests tied to grade levels:

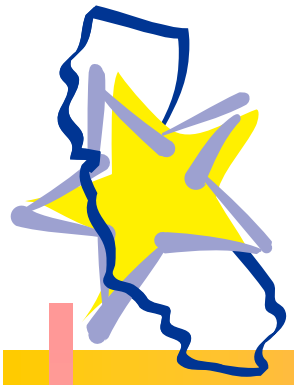
- Grades 2–11 — English-Language Arts (reading and writing)
- Grades 2–7 — Mathematics
- Grades 4 and 7 — Written Essay
- Grades 9–11 — History-Social Science



STAR 2002

California Mathematics Standards Tests not tied to specific courses (grades 8–11):

- General Mathematics Test in Grades 8–9 for students not enrolled in a standards-based math course
- High School Mathematics Test for students in grades 9–11 who completed algebra II or an equivalent course prior to testing

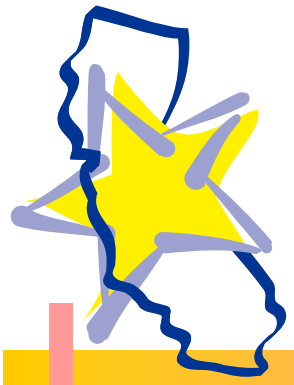


STAR 2002

California Mathematics Standards Tests

- Eight tests are given in grades 8–11:*
  - discipline specific sequence
    - algebra 1
    - geometry
    - algebra II
  - same math content organized differently:
    - 1st-year integrated
    - 2nd-year integrated
    - 3rd-year integrated
  - Non-course specific
    - General Mathematics
    - High School Mathematics*

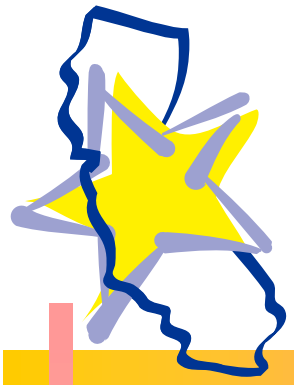
* ***Students should be enrolled in or have completed standards-aligned courses to take these tests.***



STAR 2002

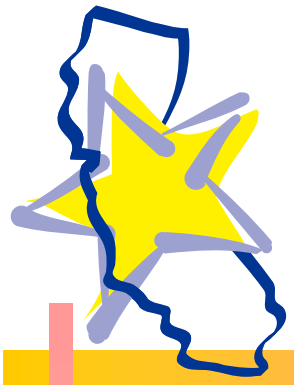
California Science Standards Tests

- In grades 9–11, tied to specific courses
- Eight options offered:
  - earth science
  - biology
  - chemistry
  - physics
  - integrated science (four options)



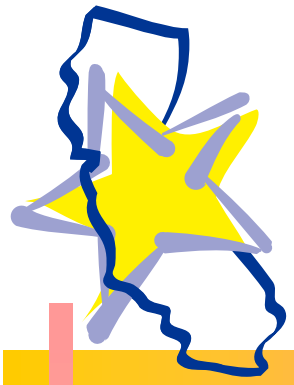
2002 California Standards Tests

- Test options for integrated science included:
  - biology, chemistry, physics
  - earth science, biology, chemistry
  - earth science, chemistry, physics
  - earth science, biology, physics



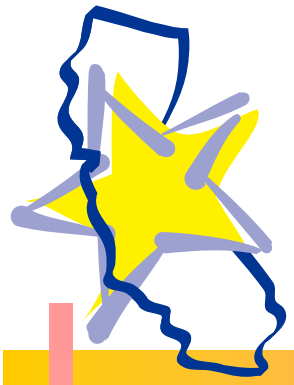
STAR 2002

- California Standards Tests in Science should be given only to students in courses that are aligned to state content standards.



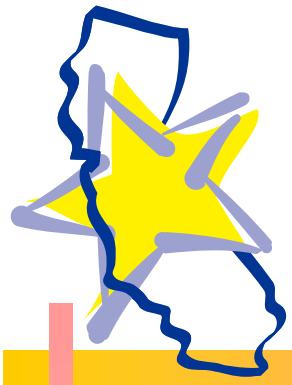
STAR 2002

- The Stanford 9 covered:
  - reading, written expression (language), and mathematics in grades 2–11
  - spelling in grades 2–8
  - history-social science and science in grades 9–11



STAR 2002

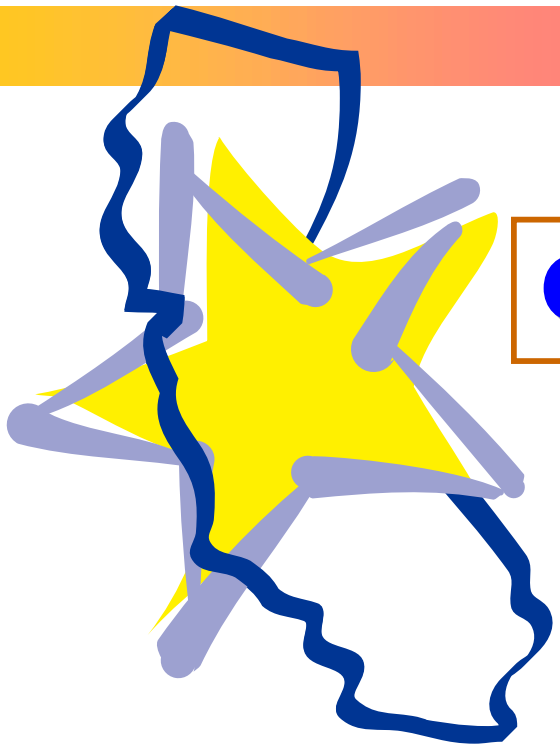
- The California Standards Tests and the Stanford 9 took approximately 7–8 hours to complete.
- The SABE/2 took about 4 hours to complete.
- Tests were administered over several days
- Questions were all multiple choice, except the writing tasks at grades 4 and 7.



Standardized Testing and Reporting Program

- Parents receive their student's results within 20 working days after the district receives them.
- Group results by grade level for each school, district, county, and the state will be posted on the Internet at http://star.cde.ca.gov on August 15, 2002.

Sample Performance Reports



Grade 4

Grade 7

Grade 9

Sample STAR Performance Report—Grade 4

Standardized Testing and Reporing (STAR) Performance Report

This is a report to explain your child's academic performance on a state test he or she took this past spring. It is divided into two parts.

The first part, which begins below, tells you how your child performed in meeting California's academic standards. These standards make clear what all students are required to learn at each grade level. An explanation of these requirements begins on the back of this page.

The second part, which is on the next page, tells you how your child's test results compare to those of other students across the United States.

The two sections combined should help you understand how your child is doing in school. You can get additional information about these test results from your child's teacher. Information about the tests and standards is available on the Internet at www.cde.ca.gov/statetests/star.

Report for

Rob A Lucas
Student No. 000
DOB: 02/19/92 Grade: 4 Test Date: 05/02
Teacher: Noriega (0000123456)
School: Johnson Elementary (0000005)
District: Langeberg Unified (3456789)

Parents of:

Rob A Lucas
123 Main Street
Los Angeles, California 90210

STAR State of California Standardized Testing And Reporting Program

Academic Standards: California Standards Test – Grade 4

This report indicates your child's performance on test questions that reflect California's standards of what a student should know and be able to do at each grade level. There are separate standards for English-language arts, mathematics, history-social science, and science. In grades 2-8, students are tested in English-language arts and mathematics only.

The *overall results* show your child's overall score for each subject and whether he or she is exceeding, meeting or falling below the standards. The *specific results* show how your child performed on specific components of the standards.

English-Language Arts

Overall Results

Score	Far Below Basic	Below Basic	Basic	State Targets for All Students: Proficient	State Targets for All Students: Advanced
379				◆	

Your child's performance level is based on his or her overall score. In English-language arts, scores are:

- Far Below Basic: a score below 268
- Below Basic: 269-299
- Basic: 300-349
- Proficient: 350-392
- Advanced: 393 or higher

Specific Results

English-Language Arts Components	Total Questions	Number Correct
Reading	50	30
Word Analysis and Vocabulary	21	16
Reading Comprehension	18	13
Literary Response and Analysis	11	11
Writing	48	39
Writing Strategies	22	19
Written and Oral Language Conventions	18	15
Writing Applications*	8	5

Writing Applications *

Students tested with the fourth- and seventh-grade California English-Language Arts Standards Tests take both a writing test and a multiple-choice test. For the writing test, students demonstrate their ability to write by producing an essay on a specific topic.

The type of writing tested at each grade may change from year to year. Fourth graders might be asked to write a narrative, to write a summary of information they are given, or to read a short story and write a response for it. Seventh graders might be asked to write a fictional or autobiographical narrative, a summary of information, a response to literature, or a persuasive essay. Seventh graders are expected to include more details in their writing and to use more complex sentences and vocabulary than fourth graders.

The writing test is based on California's academic writing application standards. Each student's essay is scored by at least two readers before being assigned points based on objective criteria. The writing score of 2-8 points then becomes part of the student's overall score in English-language arts.

Sometimes a writing test cannot be scored. In those cases, a code appears in place of the writing score. The codes are **C** - the student copied the task instead of completing it, **I** - the student's writing was illegible, **L** - the student wrote in a language other than English, **T** - the student wrote an essay on something other than the assigned topic, **B** - the student submitted a blank paper, **R** - the student refused to write, **W** - the student wrote on a prompt from an earlier administration. Codes of C, I, L, and T were assigned scores of "0" so that an overall English-language arts score could be reported. Codes of B, R and W mean that the student received no overall English-language arts score.

Students in other grades who are tested at the fourth or seventh grade level also take the writing test.

STAR State of California Standardized Testing And Reporting Program

Sample STAR Performance Report—Grade 4

California Standards Test – Grade 4, continued

Report for **Rob A Lucas**

Mathematics

Overall Results

Score	Far Below Basic	Below Basic	Basic	State Targets for All Students: Proficient	State Targets for All Students: Advanced
355				◆	

Your child's performance level is based on his or her overall score.
In mathematics, scores are:

- Far Below Basic: a score below 244
- Below Basic: 245-299
- Basic: 300-349
- Proficient: 350-400
- Advanced: 401 or higher

Specific Results

Mathematics Components	Total Questions	Number Correct
Number Sense		
Decimals, fractions, and negative numbers	16	12
Operations and factoring	15	12
Algebra and Functions	18	13
Measurement and Geometry	12	9
Statistics, Data Analysis, and Probability	4	3

STAR STATE OF CALIFORNIA Standardized Testing And Reporting Program

National Comparison: Stanford Achievement Test Series, Ninth Edition - grade 4 test

This part of the report compares your child's performance with that of children across the country. Your child's score is reported as a percentile. The higher the score, the better your child's ranking on the test. For example, a student who scores in the 40th percentile performed as well as 40 percent of all students nationally - but not as well as 60 percent. A student who scores in the 90th percentile performed as well as 90 percent of all students. The table below displays your child's score for each area tested, including the number of questions on the test, the number your child answered correctly, and his or her national percentile rank.

Subtests and Totals	Total Questions	Number Correct	Non-Standard	Student's Percentile Rank (Below Average 1 10 / Average 30 50 70 / Above Average 90 99)
Reading	84	65		64
Vocabulary	30	23		49
Reading Comprehension	54	42		68
Total Mathematics	78	68		90
Problem Solving	48	42		91
Procedures	30	26		82
Language	48	40		82
Language Mechanics	24	20		81
Language Expression	24	20		79
Spelling	30	14		22

California Reading List Number	
Your child's reading list number is	**7**

You can use this number to get a list of state-recommended books that are at your child's reading level based on his or her Stanford 9 Reading Comprehension Score. For a copy of the reading list, visit the STAR web site (http://star.cde.ca.gov).

1995 NORMS: Spring, National

STANFORD

STAR Performance Report—Grade 4

Student Information

General information such as student's name and age, date of testing, school and district in which tests were taken, and name of student's teacher:

Report for

Rob A Lucas

Student No. 000
DOB: 02/19/92 Grade: 4 Test Date: 05/02
Teacher: Noriega (0000123456)
School: Johnson Elementary (0000005)
District: Langeberg Unified (3456789)

Parents of:

Rob A Lucas
123 Main Street
Los Angeles, California 90210

Academic Standards: California Standards Test Grade 4

- Student's overall results with scale score and performance level for each subject tested
- A numerical score that shows whether one score is above or below another and how close scores are to each other
- One of five performance levels students can achieve that reflect how well a student is achieving on California's academic content standards as measured by this test

English-Language Arts

Overall Results

Score	Far Below Basic	Below Basic	Basic	State Targets for All Students: Proficient	State Targets for All Students: Advanced
379				◆	

Your child's performance level is based on his or her overall score. In English-language arts, scores are:

- Far Below Basic: a score below 268
- Below Basic: 269-299
- Basic: 300-349
- Proficient: 350-392
- Advanced: 393 or higher

Academic Standards: California Standards Test Grade 4

- Student's results for specific components of state standards addressed
- Number of questions asked and number answered correctly for specific components of the standards addressed
- Separate score received for written essays. This score also is combined with scores for multiple-choice questions for writing to become part of overall score for English-language arts

Specific Results

English-Language Arts Components	Total Questions	Number Correct
Reading	50	30
Word Analysis and Vocabulary	21	16
Reading Comprehension	18	13
Literary Response and Analysis	11	11
Writing	48	39
Writing Strategies	22	19
Written and Oral Language Conventions	18	15
Writing Applications	8	5

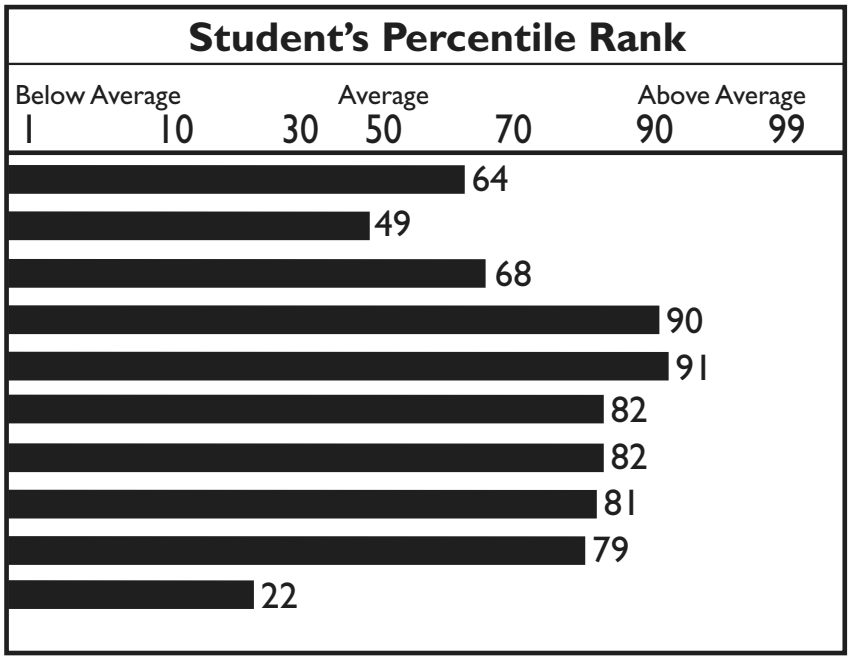
National Comparison: Stanford 9—Grade 4

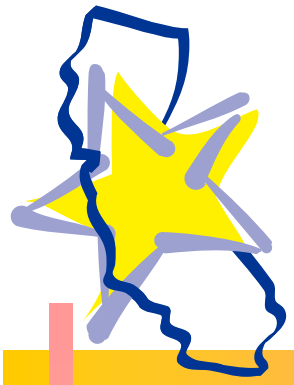
- Number of questions on each test
- Number of questions student answered correctly

Subtests and Totals	Total Questions	Number Correct	Non-Standard
Reading	84	65	
Vocabulary	30	23	
Reading Comprehension	54	42	
Total Mathematics	78	68	
Problem Solving	48	42	
Procedures	30	26	
Language	48	40	
Language Mechanics	24	20	
Language Expression	24	20	
Spelling	30	14	

National Comparison: Stanford 9—Grade 4

- Compares student's results with scores for national sample of students tested in same grade level at same time
- Range from 1 to 99
- Score of 50 means student has scored as well or better than 50 percent of students in national sample
- Not percentage of correct answers



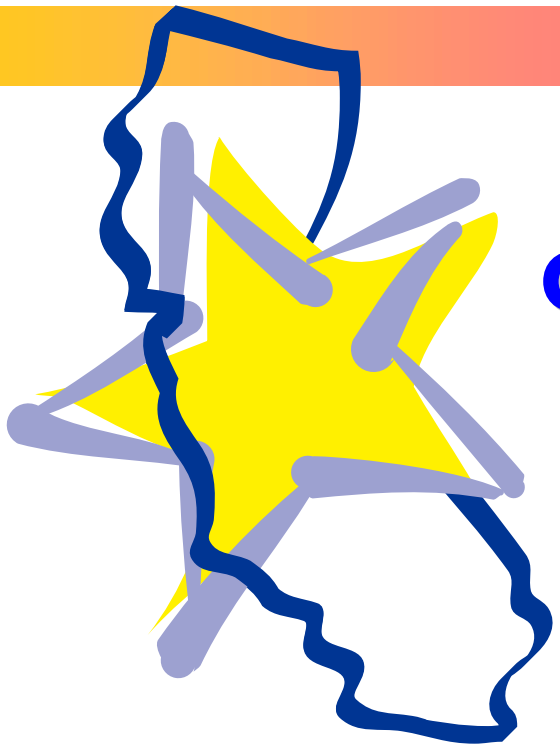


California Reading List Number

- Reading List Number ties student's Stanford 9 Reading Comprehension score to a list of state-recommended books at appropriate reading level
- List found on the Internet at http://star.cde.ca.gov
- Parents/guardians should help children select appropriate books

California Reading List Number	
Your child's reading list number is	**7**

Sample Performance Reports



Grade 4

Grade 7

Grade 9

Sample STAR Performance Report—Grade 7

Standardized Testing and Reporing (STAR) Performance Report

This is a report to explain your child's academic performance on a state test he or she took this past spring. It is divided into two parts.

The first part, which begins below, tells you how your child performed in meeting California's academic standards. These standards make clear what all students are required to learn at each grade level. An explanation of these requirements begins on the back of this page.

The second part, which is on the next page, tells you how your child's test results compare to those of other students across the United States.

The two sections combined should help you understand how your child is doing in school. You can get additional information about these test results from your child's teacher. Information about the tests and standards is available on the Internet at www.cde.ca.gov/statetests/star.

Report for

ELIZABETH A HARRISON

Student No. 000
DOB: 03/15/90 Grade: 7 Test Date: 05/02
Teacher: WILLIAMS (000012531 1)
School: JOHNSON MIDDLE SCH (0009544)
District: LANGEBERG UNIFIED (3456789)

Parents of:

Elizabeth A Harrison
2446 King Dr.
Los Angeles, California 90210

Academic Standards: California Standards Test – Grade 7

This report indicates your child's performance on test questions that reflect California's standards of what a student should know and be able to do at each grade level. There are separate standards for English-language arts, mathematics, history-social science, and science. In grades 2-8, students are tested in English-language arts and mathematics only.

The *overall results* show your child's overall score for each subject and whether he or she is exceeding, meeting or falling below the standards. The *specific results* show how your child performed on specific components of the standards.

English-Language Arts

Overall Results

Score	Far Below Basic	Below Basic	Basic	State Targets for All Students: Proficient	State Targets for All Students: Advanced
379				◆	

Your child's performance level is based on his or her overall score.
In English-language arts, scores are:

- Far Below Basic: a score below 262
- Below Basic: 263-299
- Basic: 300-349
- Proficient: 350-396
- Advanced: 397 or higher

Specific Results

English-Language Arts Components	Total Questions	Number Correct
Reading	50	36
Word Analysis and Vocabulary	13	11
Reading Comprehension	22	13
Literary Response and Analysis	15	12
Writing	48	38
Writing Strategies	21	18
Written and Oral Language Conventions	19	15
Writing Applications*	8	5

Writing Applications *

Students tested with the fourth- and seventh-grade California English-Language Arts Standards Tests take both a writing test and a multiple-choice test. For the writing test, students demonstrate their ability to write by producing an essay on a specific topic.

The type of writing tested at each grade may change from year to year. Fourth graders might be asked to write a narrative, to write a summary of information they are given, or to read a short story and write a response for it. Seventh graders might be asked to write a fictional or autobiographical narrative, a summary of information, a response to literature, or a persuasive essay. Seventh graders are expected to include more details in their writing and to use more complex sentences and vocabulary than fourth graders.

The writing test is based on California's academic writing application standards. Each student's essay is scored by at least two readers before being assigned points based on objective criteria. The writing score of 2-8 points then becomes part of the student's overall score in English-language arts.

Sometimes a writing test cannot be scored. In those cases, a code appears in place of the writing score. The codes are **C** - the student copied the task instead of completing it, **I** - the student's writing was illegible, **L** - the student wrote in a language other than English, **T** - the student wrote an essay on something other than the assigned topic, **B** - the student submitted a blank paper, **R** - the student refused to write, **W** - the student wrote on a prompt from an earlier administration. Codes of C, I, L, and T were assigned scores of "0" so that an overall English-language arts score could be reported. Codes of B, R and W mean that the student received no overall English-language arts score.

Students in other grades who are tested at the fourth or seventh grade level also take the writing test.

Sample STAR Performance Report—Grade 7

California Standards Test – Grade 7, continued

Report for **ELIZABETH A HARRISON**

Mathematics

Overall Results

Score	Far Below Basic	Below Basic	Basic	State Targets for All Students: Proficient	State Targets for All Students: Advanced
378				◆	

Your child's performance level is based on his or her overall score. In mathematics, scores are:

- Far Below Basic: a score below 256
- Below Basic: 257-299
- Basic: 300-349
- Proficient: 350-413
- Advanced: 414 or higher

Specific Results

Mathematics Components	Total Questions	Number Correct
Number Sense		
Rational numbers	15	12
Exponents, powers, and roots	7	4
Algebra and Functions		
Quantitative relationships and evaluations expressions	10	8
Multistep problems, graphing, and functions	15	10
Measurement and Geometry	13	10
Statistics, Data Analysis, and Probability	5	4

STAR STATE OF CALIFORNIA Standardized Testing And Reporting Program

National Comparison: Stanford Achievement Test Series, Ninth Edition - grade 7 test

This part of the report compares your child's performance with that of children across the country. Your child's score is reported as a percentile. The higher the score, the better your child's ranking on the test. For example, a student who scores in the 40th percentile performed as well as 40 percent of all students nationally - but not as well as 60 percent. A student who scores in the 90th percentile performed as well as 90 percent of all students. The table below displays your child's score for each area tested, including the number of questions on the test, the number your child answered correctly, and his or her national percentile rank.

Subtests and Totals	Total Questions	Number Correct	Non-Standard	Student's Percentile Rank (Below Average 1 10 / Average 30 50 70 / Above Average 90 99)
Reading	84	65		64
Vocabulary	30	23		49
Reading Comprehension	54	42		68
Total Mathematics	80	68		90
Problem Solving	50	42		91
Procedures	30	26		82
Language	48	40		82
Language Mechanics	24	20		81
Language Expression	24	20		79
Spelling	30	14		22

California Reading List Number

Your child's reading list number is **10**

You can use this number to get a list of state-recommended books that are at your child's reading level based on his or her Stanford 9 Reading Comprehension Score. For a copy of the reading list, visit the STAR web site (http://star.cde.ca.gov).

1995 NORMS: Spring, National

STANFORD

STAR Performance Report—Grade 7

Student Information

General information such as student's name and age, date of testing, school and district in which tests were taken, and name of student's teacher:

Report for

ELIZABETH A HARRISON

Student No. 000
DOB: 03/15/90 Grade: 7 Test Date: 05/02
Teacher: WILLIAMS (0000125311)
School: JOHNSON MIDDLE SCH (0009544)
District: LANGEBERG UNIFIED (3456789)

Parents of:

Elizabeth A Harrison
2446 King Dr.
Los Angeles, California 90210

Academic Standards: California Standards Test Grade 7

- Student's overall results with scale score and performance level for each subject tested
- A numerical score that shows whether one score is above or below another and how close scores are to each other
- One of five performance levels students can achieve that reflect how well a student is achieving on California's academic content standards as measured by this test

English-Language Arts

Overall Results

Score	Far Below Basic	Below Basic	Basic	State Targets for All Students: Proficient	State Targets for All Students: Advanced
379				◆	

Your child's performance level is based on his or her overall score. In English-language arts, scores are:

- Far Below Basic: a score below 262
- Below Basic: 263-299
- Basic: 300-349
- Proficient: 350-396
- Advanced: 397 or higher

Academic Standards: California Standards Test Grade 7

- Student's results for specific components of state standards addressed
- Number of questions asked and number answered correctly for specific components of the standards addressed
- Separate score received for written essays. This score also is combined with scores for multiple-choice questions for writing to become part of overall score for English-language arts

Specific Results

English-Language Arts Components	Total Questions	Number Correct
Reading	50	36
Word Analysis and Vocabulary	13	11
Reading Comprehension	22	13
Literary Response and Analysis	15	12
Writing	48	38
Writing Strategies	21	18
Written and Oral Language Conventions	19	15
Writing Applications	8	5

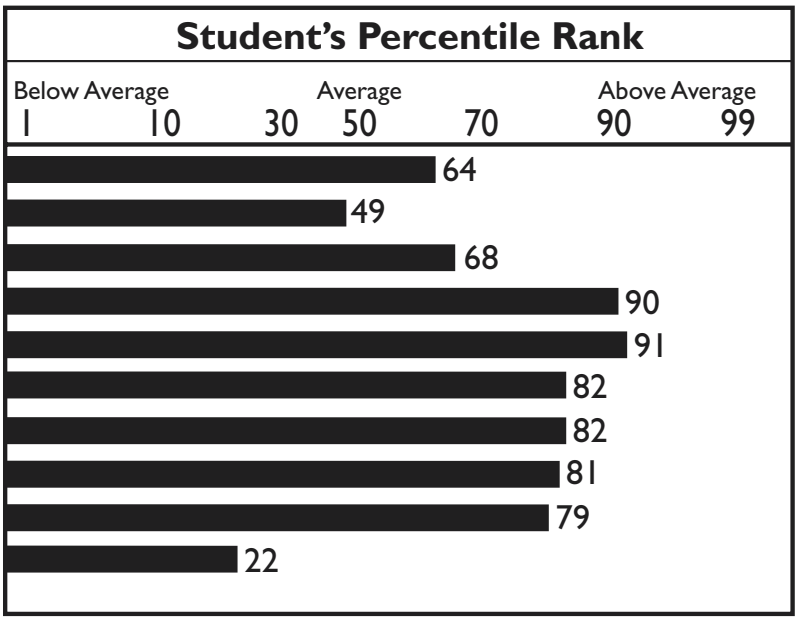
National Comparison: Stanford 9—Grade 7

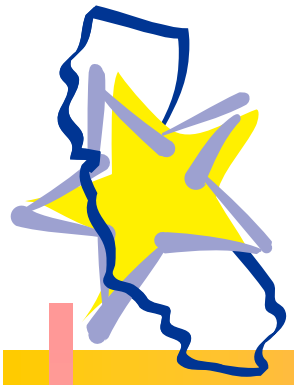
- Number of questions on each test
- Number of questions student answered correctly

Subtests and Totals	Total Questions	Number Correct	Non-Standard
Reading	84	65	
Vocabulary	30	23	
Reading Comprehension	54	42	
Total Mathematics	80	68	
Problem Solving	50	42	
Procedures	30	26	
Language	48	40	
Language Mechanics	24	20	
Language Expression	24	20	
Spelling	30	14	

National Comparison: Stanford 9—Grade 7

- Compares student's results with scores for national sample of students tested in same grade level at same time
- Range from 1 to 99
- Score of 50 means student has scored as well or better than 50 percent of students in national sample
- Not percentage of correct answers



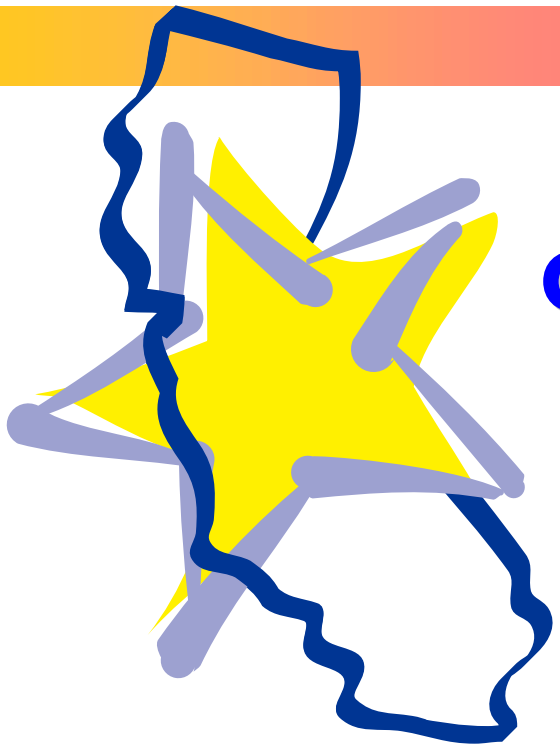


California Reading List Number

- Reading List Number ties student's Stanford 9 Reading Comprehension score to a list of state-recommended books at appropriate reading level
- List found on the Internet at http://star.cde.ca.gov
- Parents/guardians should help children select appropriate books

California Reading List Number	
Your child's reading list number is	**10**

Sample Performance Reports



Grade 4

Grade 7

Grade 9

Sample STAR Performance Report—Grade 9

Standardized Testing and Reporing (STAR) Performance Report

This is a report to explain your child's academic performance on a state test he or she took this past spring. It is divided into two parts.

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The second part, which is on the next page, tells you how your child's test results compare to those of other students across the United States.

The two sections combined should help you understand how your child is doing in school. You can get additional information about these test results from your child's teacher. Information about the tests and standards is available on the Internet at www.cde.ca.gov/statetests/star.

Report for

Bianca H Mata

Student No. 000
DOB: 02/12/88 Grade: 9 Test Date: 05/02
Teacher: Michaelson (0000789012)
School: Johnson Middle Sch (0009544)
District: Langeberg Unified (3456789)

Parents of:

Bianca H Mata
123 Main Street
Los Angeles, California 90210

STAR STATE OF CALIFORNIA Standardized Testing And Reporting Program

Academic Standards: California Standards Test – Grade 9

This report indicates your child's performance on test questions that reflect California's standards of what a student should know and be able to do at each grade level. There are separate standards for English-language arts, mathematics, history-social science, and science. In grades 2-8, students are tested in English-language arts and mathematics only.

The *overall results* show your child's overall score for each subject and whether he or she is exceeding, meeting or falling below the standards. The *specific results* show how your child performed on specific components of the standards.

English-Language Arts

Overall Results

Score	Far Below Basic	Below Basic	Basic	State Targets for All Students: Proficient	State Targets for All Students: Advanced
359				◆	

Your child's performance level is based on his or her overall score.
In English-language arts, scores are:

- Far Below Basic: a score below 264
- Below Basic: 265-299
- Basic: 300-349
- Proficient: 350-396
- Advanced: 397 or higher

Specific Results

English-Language Arts Components	Total Questions	Number Correct
Reading	50	36
Word Analysis and Vocabulary	10	7
Reading Comprehension	21	18
Literary Response and Analysis	19	11
Writing	40	31
Writing Strategies	16	11
Written and Oral Language Conventions	24	20

Mathematics: Geometry

Overall Results

Score	Far Below Basic	Below Basic	Basic	State Targets for All Students: Proficient	State Targets for All Students: Advanced
383				◆	

Your child's performance level is based on his or her overall score.
In Geometry, scores are:

- Far Below Basic: a score below 246
- Below Basic: 247-299
- Basic: 300-349
- Proficient: 350-417
- Advanced: 418 or higher

Specific Results

Geometry Components	Total Questions	Number Correct
Logic and Geometric Proofs	23	18
Volume and Area Formulas	11	7
Angle Relationships, Constructions, and Lines	16	14
Trigonometry	15	12

STAR STATE OF CALIFORNIA Standardized Testing And Reporting Program

Sample STAR Performance Report—Grade 9

California Standards Test – Grade 9, continued

Report for **Bianca H Mata**

History-Social Science Cumulative

Overall Results

Score	Far Below Basic	Below Basic	Basic	State Targets for All Students: Proficient	State Targets for All Students: Advanced
503					◆

Your child's performance level is based on his or her overall score. In history-social science cumulative, scores are:

- Far Below Basic: a score below 270
- Below Basic: 271-299
- Basic: 300-349
- Proficient: 350-395
- Advanced: 396 or higher

Specific Results

History-Social Science Components	Total Questions	Number Correct
California: A Changing State; and U.S. History and Geography; Making a New Nation	15	14
World History and Geograhy: Ancient Civilizations	11	11
World History and Geography: Medieval and Early Modern Times	14	13
U.S. History and Geography: Growth and Conflict	20	18

Sciences: Earth Science

Overall Results

Score	Far Below Basic	Below Basic	Basic	State Targets for All Students: Proficient	State Targets for All Students: Advanced
383				◆	

Your child's performance level is based on his or her overall score. In Earth Science, scores are:

- Far Below Basic: a score below 276
- Below Basic: 277-299
- Basic: 300-349
- Proficient: 350-392
- Advanced: 393 or higher

Specific Results

Earth Science Components	Total Questions	Number Correct
Investigation and Experimentation	9	6
Astronomy and Cosmology	16	13
Solid Earth	12	8
The Earth's Energy	23	19

STAR STATE OF CALIFORNIA Standardized Testing And Reporting Program

National Comparison: Stanford Achievement Test Series, Ninth Edition - grade 9 test

This part of the report compares your child's performance with that of children across the country. Your child's score is reported as a percentile. The higher the score, the better your child's ranking on the test. For example, a student who scores in the 40th percentile performed as well as 40 percent of all students nationally - but not as well as 60 percent. A student who scores in the 90th percentile performed as well as 90 percent of all students. The table below displays your child's score for each area tested, including the number of questions on the test, the number your child answered correctly, and his or her national percentile rank.

Subtests and Totals	Total Questions	Number Correct	Non-Standard	Student's Percentile Rank
Reading	84	58		49
Vocabulary	30	19		43
Reading Comprehension	54	39		53
Mathematics	48	19		37
Language	48	25		31
Language Mechanics	24	9		17
Language Expression	24	16		48
Science	40	22		64
Social Science	40	17		48

Below Average 1 10 | Average 30 50 70 | Above Average 90 99

California Reading List Number	
Your child's reading list number is	**12**

You can use this number to get a list of state-recommended books that are at your child's reading level based on his or her Stanford 9 Reading Comprehension Score. For a copy of the reading list, visit the STAR web site (http://star.cde.ca.gov).

1995 NORMS: Spring, National

STANFORD

STAR Performance Report—Grade 9

Student Information

General information such as student's name and age, date of testing, school and district in which tests were taken, and name of student's teacher:

Report for

Bianca H Mata

Student No. 000
DOB: 02/12/88 Grade: 9 Test Date: 05/02
Teacher: Michaelson (0000789012)
School: Johnson Middle Sch (0009544)
District: Langeberg Unified (3456789)

Parents of:

Bianca H Mata
123 Main Street
Los Angeles, California 90210

Academic Standards: California Standards Test Grade 9

- Student's overall results with scale score and performance level for each subject tested
- A numerical score that shows whether one score is above or below another and how close scores are to each other
- One of five performance levels students can achieve that reflect how well a student is achieving on California's academic content standards as measured by this test

English-Language Arts

Overall Results

Score	Far Below Basic	Below Basic	Basic	State Targets for All Students: Proficient	State Targets for All Students: Advanced
359				◆	

Your child's performance level is based on his or her overall score. In English-language arts, scores are:

- Far Below Basic: a score below 264
- Below Basic: 265-299
- Basic: 300-349
- Proficient: 350-396
- Advanced: 397 or higher

Academic Standards: California Standards Test Grade 9

- Student's results for specific components of state standards addressed
- Number of questions asked and number answered correctly for specific components of the standards addressed

Specific Results

English-Language Arts Components	Total Questions	Number Correct
Reading	50	36
Word Analysis and Vocabulary	10	7
Reading Comprehension	21	18
Literary Response and Analysis	19	11
Writing	40	31
Writing Strategies	16	11
Written and Oral Language Conventions	24	20

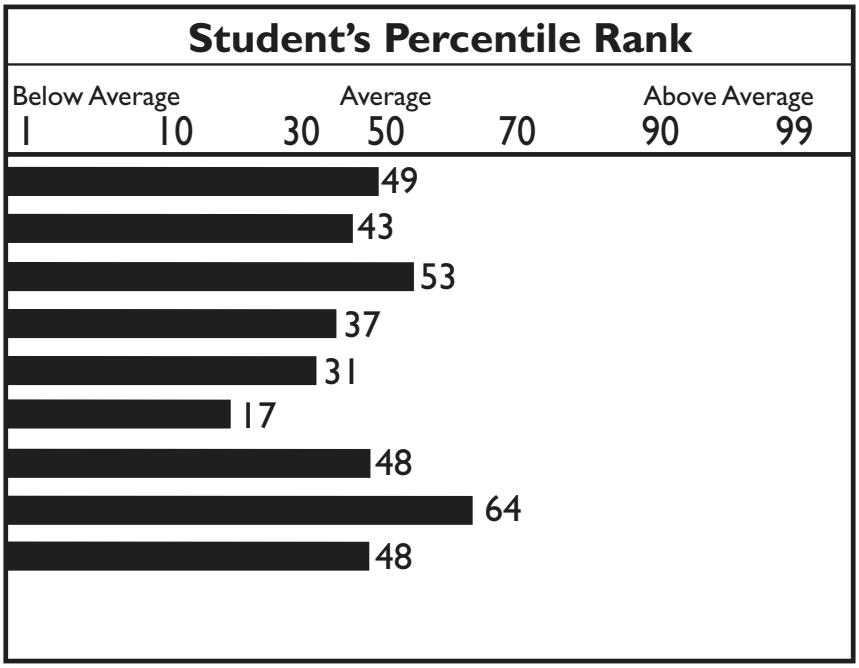
National Comparison: Stanford 9—Grade 9

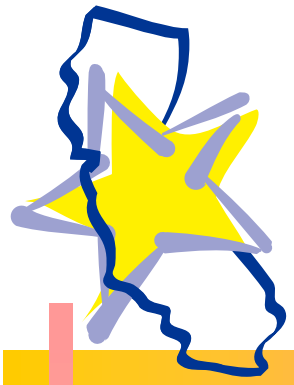
- Number of questions on each test
- Number of questions student answered correctly

Subtests and Totals	Total Questions	Number Correct	Non-Standard
Reading	84	58	
Vocabulary	30	19	
Reading Comprehension	54	39	
Mathematics	48	19	
Language	48	25	
Language Mechanics	24	9	
Language Expression	24	16	
Science	40	22	
Social Science	40	17	

National Comparison: Stanford 9—Grade 9

- Compares student's results with scores for national sample of students tested in same grade level at same time
- Range from 1 to 99
- Score of 50 means student has scored as well or better than 50 percent of students in national sample
- Not percentage of correct answers





California Reading List Number

- Reading List Number ties student's Stanford 9 Reading Comprehension score to a list of state-recommended books at appropriate reading level
- List found on the Internet at http://star.cde.ca.gov
- Parents/guardians should help children select appropriate books

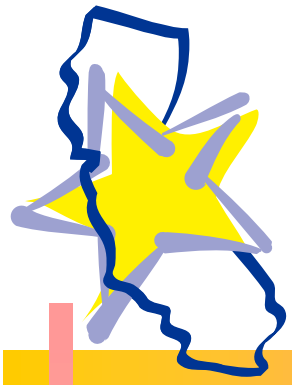
California Reading List Number	
Your child's reading list number is	**12**

SABE/2 Home Report

Testing Levels

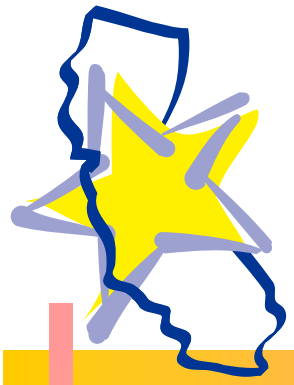
Content

Sample
Home Report



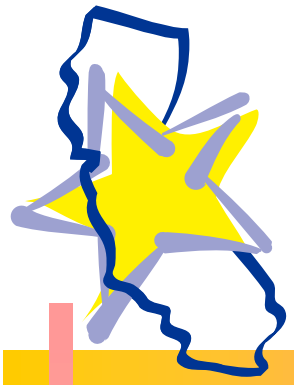
Primary Language Test Testing Levels:

Grade 2	Level 2
Grade 3	Level 3
Grade 4	Level 4
Grades 5–6	Level 5
Grades 7–11	Level 6



Primary Language Test Content:

- Word Analysis (Grades 2 and 3 only)
- Reading Vocabulary
- Reading Comprehension
- Math Computation
- Math Concepts and Applications



Primary Language Test Content (continued):

- Spelling (Grades 2–11)
- Language Mechanics
- Language Expression

Sample Home Report

CTB MACMILLAN/MCGRAW–HILL

508

INFORME PARA LOS PADRES

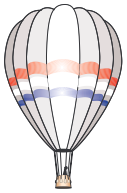
José Ruiz
GRADO: 3.7 MAESTRO/A: ANY TEACHER

CODIGO: 951170301.....

En Abril de 2002 su hijo/hija realizó el examen Spanish Assessment of Basic Education/Version 2 participando en el programa de exámenes de desempeño académico de su escuela. Estas calificaciones reflejan su desempeño en esa fecha.

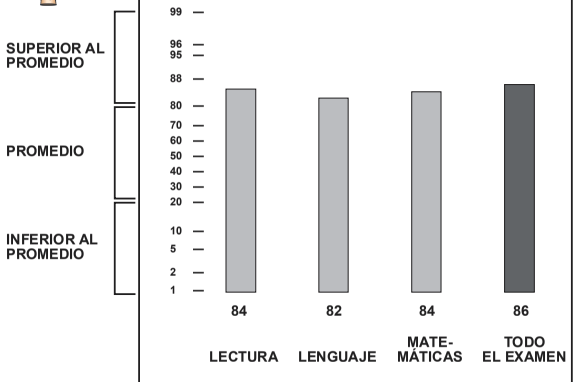
El del centro de la página es un cuadro comparativo que muestra las calificaciones de su hijo/hija en los exámenes de lectura, languaje y matemáticas. Los cuadros de la derecha presentan información más detallada acerca de sus notas en esas y otras áreas de contenido.

FECHA DE NACIMIENTO:	4/1/93
VERSION/NIVEL:	3
NORMAS DE:	CTBS/4
FECHA DEL EXAMEN:	4/8/02
CALIFICACION:	TRADICIONAL
SEMANA ACADEMICA:	31
DISTRITO:	ANY DISTRICT
ESCUELA:	ANY SCHOOL
CIUDAD:	
ESTADO:	



DESEMPEÑO ACADÉMICO

ESTAS NOTAS EN PERCENTILES MUESTRAN EL PORCENTAJE DE ESTUDIANTES EN EL GRUPO MODELO CON UN PUNTAJE INFERIOR AL DE SU HIJO/HIJA



LECTURA

PERCENTILES DE REFERENCIA

VOCABULARIO: 69
COMPRENSIÓN: 87

PUNTOS FUERTES:
- SIGNIFICADO DE PALABRAS COMPUESTAS
- DETALLES DEL TEXTO
- FORMAS ESCRITAS

SE RECOMIENDA MEJORAR EN:
- PALABRAS CON MULTIPLES SIGNIFICADOS
- IDEA PRINCIPAL
- GENERALIZACIONES

LANGUAJE

PERCENTILES DE REFERENCIA

MATEMÁTICAS

PERCENTILES DE REFERENCIA

OTRAS AREAS DE CONTENIDO

PERCENTILES DE REFERENCIA

CTBID: 88285M227540002-03-90218-000583

Standards & Assessment
California Department of Education

Sample Home Report

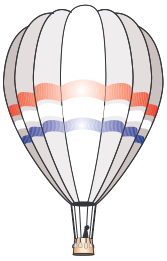
INFORME PARA LOS PADRES

José Ruiz
GRADO: 3.7 MAESTRO/A: ANY TEACHER

This percentile score includes total reading, total language, and total math. It does not include spelling or study skills.

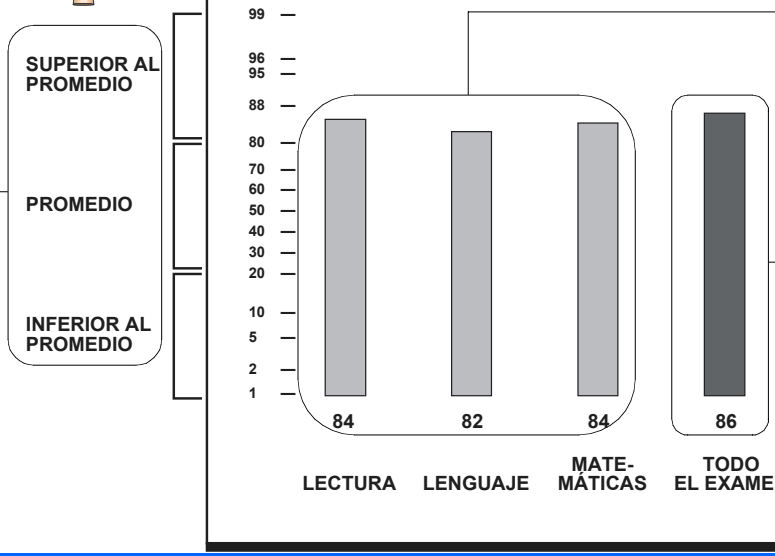
These percentile scores show the student's scores for reading, language, and math compared to scores of students in the same grade in a national sample.

Shows the student's range of performance compared to other student scores from a national sample.



DESEMPEÑO ACADÉMICO

ESTAS NOTAS EN PERCENTILES MUESTRAN EL PORCENTAJE DE ESTUDIANTES EN EL GRUPO MODELO CON UN PUNTAJE INFERIOR AL DE SU HIJO/HIJA



Sample Home Report

INFORME PARA LOS PADRES

José Ruiz
GRADO: 3.7 MAESTRO/A: ANY TEACHER

- Results of subtests or categories
  - Reading categories include vocabulary and comprehension.
    - Percentile scores show how a student's scores compare to student scores of a sample of Spanish-speaking students in the same grade for the subtests or categories.

LECTURA

PERCENTILES DE REFERENCIA

VOCABULARIO:	69
COMPRENSIÓN:	87

PUNTOS FUERTES:
- SIGNIFICADO DE PALABRAS COMPUESTAS
- DETALLES DEL TEXTO
- FORMAS ESCRITAS

SE RECOMIENDA MEJORAR EN:
- PALABRAS CON MULTIPLES SIGNIFICADOS
- IDEA PRINCIPAL
- GENERALIZACIONES